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ABSTRACT

This planning handbook is first in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following four units: (1) needs analysis; (2) model selection; (3) work plan development; and (4) application form and procedures. A brief introduction provides an overview of the handbook and includes a flowchart of the activities. A bibliography of references is also included. The purpose of the planning handbook is to provide school district personnel with information which will guide them through the various steps required to apply for experience-based career education funds. (BM)

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ED177303

WYOMING EXPERIENCE-BASED

CAREER EDUCATION PLANNING HANDBOOK

WYOMING STATE DEPARTMENT OF EDUCATION
ROBERT G. SCHRADER
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

NOVEMBER 1977

CE 022 272

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PREFACE

This Planning Handbook, written by John Ryan and Kendrick L. Spooner of The Center for Education and Management, Greeley, Colorado, is the first of a series of three handbooks developed for the Wyoming State Department of Education. Each handbook was developed to assist district level educational personnel in their efforts to determine the career education needs of their district, select or develop a viable program, acquire funding for the purpose of program implementation, implement the program, evaluate the program, and use accrued experience and management information as part of a cyclical process of program improvement.

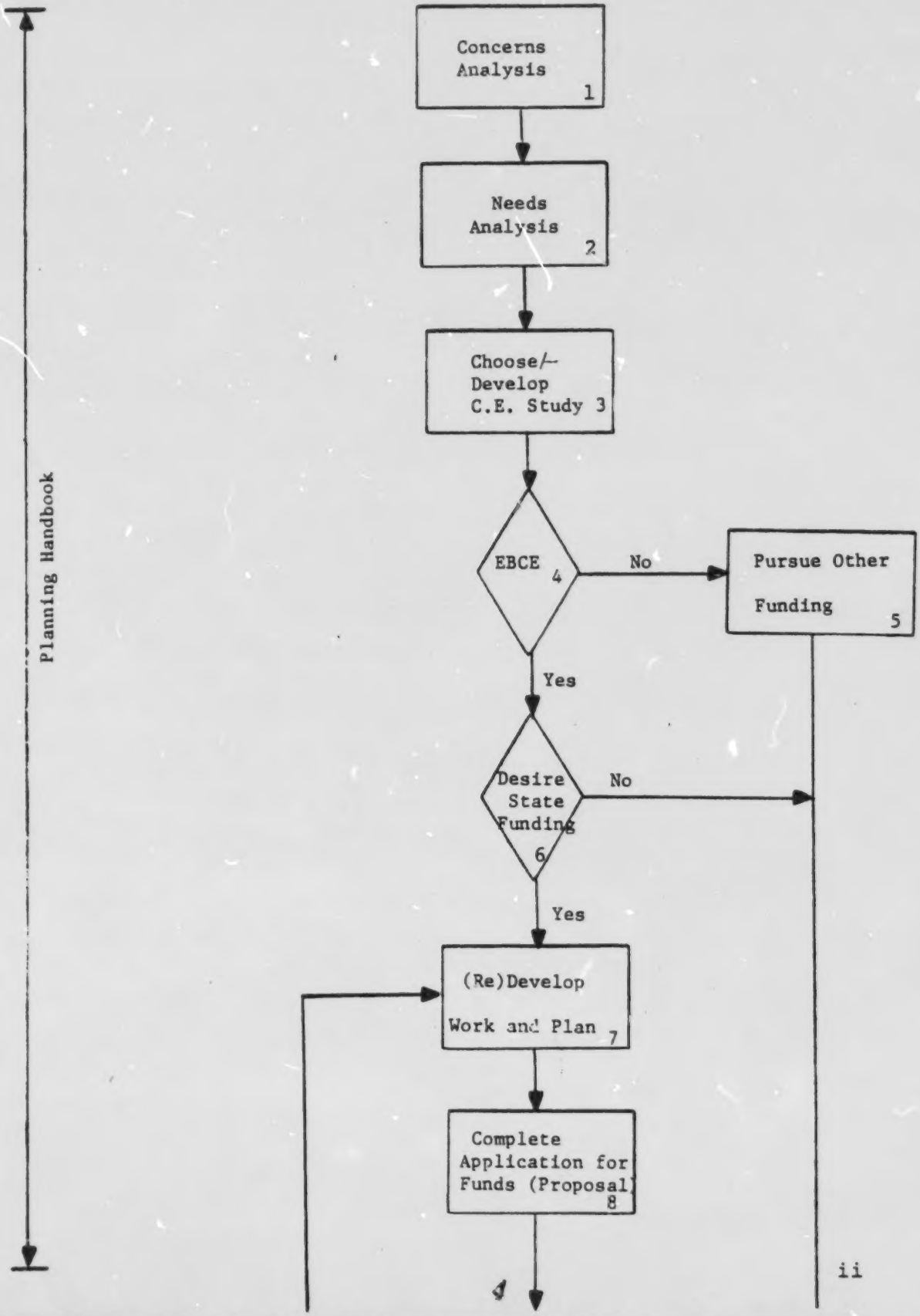
The ultimate success or failure of any educational effort depends on the managerial abilities of the personnel directing the effort. The handbooks were designed to help program managers assess the present state of affairs, identify problems, set goals, and arrive at successful solutions.

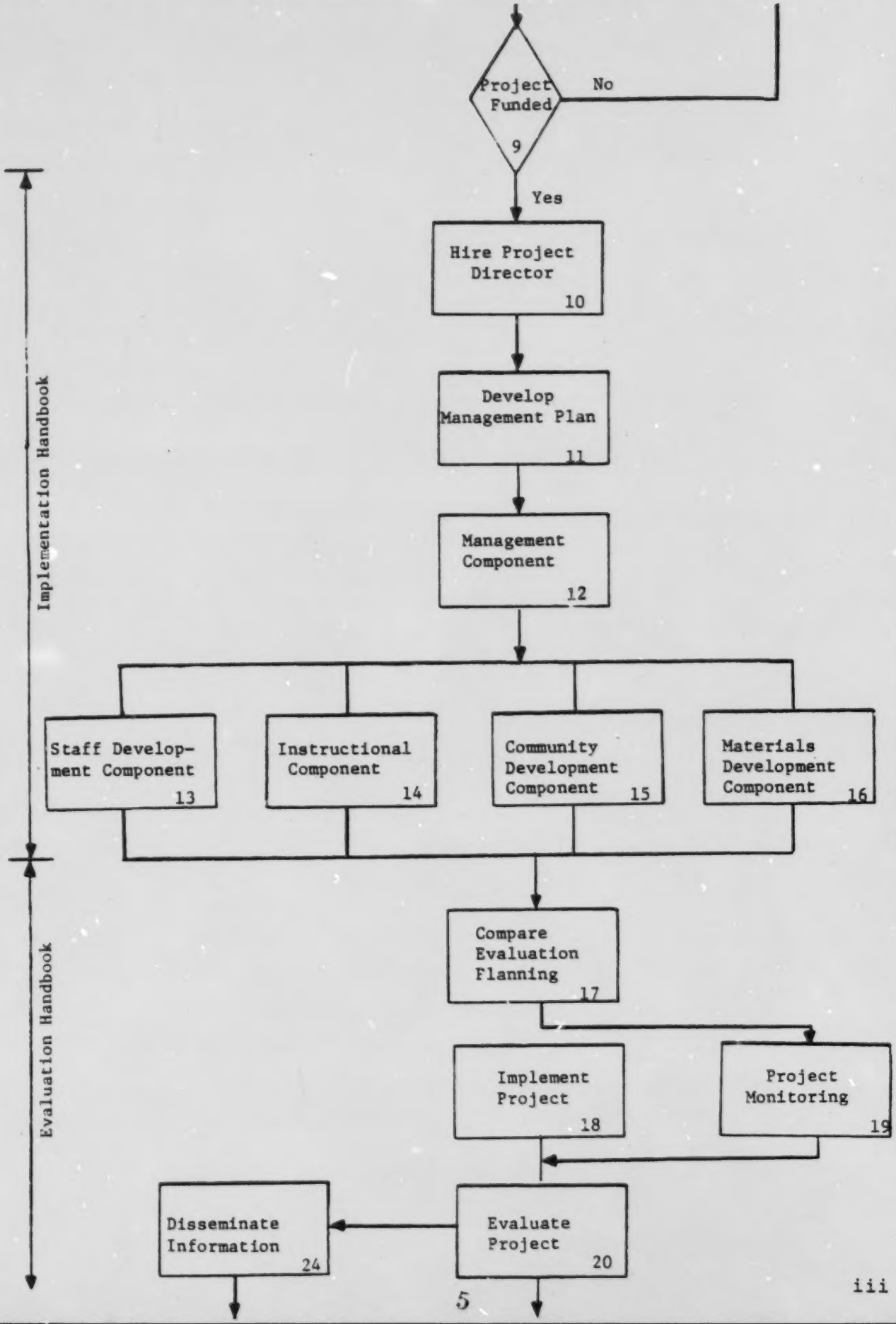
The following general systems network summarizes the flow of activities, decisions and products which confront educational personnel involved in creative and innovative programs.

For those unfamiliar with flowcharting techniques, four symbols are generally used. A rectangle ▭ symbolizes some activity or procedure which is required for the completion of a product. A diamond ◇ symbolizes a decision point; various decisions are usually required throughout a series of activities. The parallelogram ▱ identifies information required before an activity or product may be completed. The arrows → symbolize the direction or sequence of activities. A number (7) within each symbol is used to indicate the sequence of events.

The left margin of the chart specifies which of the three handbooks is most relevant to each phase of program management. Techniques and information specified in the body of the flowchart are depicted in an interactive and interdependent mode. Through needs assessment, planning, implementation, evaluation and dissemination, educational problems may be identified and successfully solved.

GENERAL CAREER EDUCATION PROGRAM SYSTEMS FLOWCHART




Project Funded
9
No
Yes
Hire Project Director
10
Develop Management Plan
11
Management Component
12
Staff Development Component
13
Instructional Component
14
Community Development Component
15
Materials Development Component
16
Compare Evaluation Planning
17
Implement Project
18
Project Monitoring
19
Evaluate Project
20
Disseminate Information
24
Implementation Handbook
Evaluation Handbook

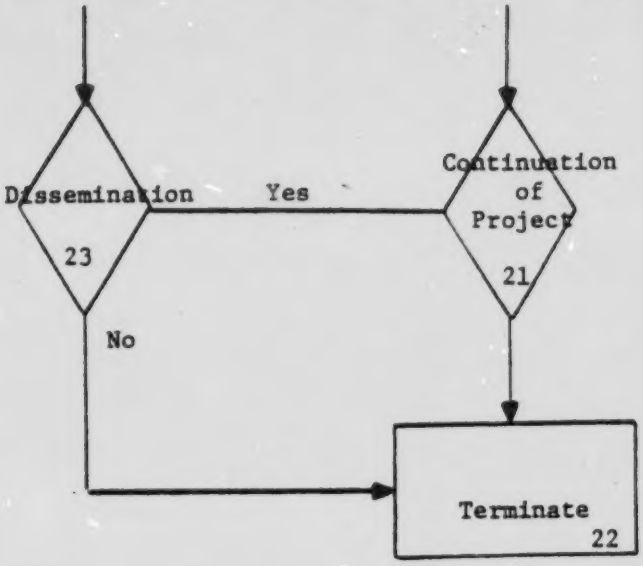

Dissemination
23
Yes
Continuation
of
Project
21
No
Terminate
22

TABLE OF CONTENTS

	Page
PREFACE	i
INTRODUCTION	1
NEEDS ANALYSIS	NA-1
Overview	NA-1
Mission Analysis	NA-7
Concerns Analysis	NA-8
Discrepancy Analysis	NA-10
Student Identification	NA-11
Bibliography	NA-24
MODEL SELECTION	MS-1
Overview	MS-1
Instructional Models	MS-1
Objectives	MS-2
Current Literature	MS-4
Profile of EBCE Models	MS-4
Bibliography	MS-18
WORK PLAN DEVELOPMENT	WPD-1
Overview	WPD-1
The Mission Statement	WPD-2
Learner Outcomes	WPD-3
Major Strategies	WPD-4
Staffing Patterns	WPD-5

TABLE OF CONTENTS (Continued)

	Page
Project Component Analysis	WPD-7
Evaluation Design	WPD-9
Organizational Structure	WPD-9
Work Plan Team	WPD-9
Budget	WPD-12
APPLICATION FORM AND PROCEDURES	AF-1
BIBLIOGRAPHY	B-1

LIST OF FIGURES

	Page
FIGURE 1 - Flowchart of Handbook	3
FIGURE 2 - The Plans Model	NA-4
FIGURE 3 - Problem Identification: Needs Assessment	NA-5
FIGURE 4 - Mission Analysis	NA-9
FIGURE 5 - Discrepancy Analysis Summary	NA-12
FIGURE 6 - Instructional Models	MS-3
FIGURE 7 - Organizational Chart	WPD-10

INTRODUCTION

This Handbook is designed to assist school districts involved with planning for an Experience-Based Career Education program. It contains practical suggestions in the following areas:

- Needs Assessment
- Selection of Career Education Models
- Work Plan Development
- Funding Application Development

The purpose of the Planning Handbook is to provide school district personnel with information which will guide them through the various steps required to apply for Experience-Based Career Education funds. These steps are:

- Determine whether or not the district needs Career Education (Concerns analysis and needs assessment are used in this step).
- Review and select or develop an Experience-Based Career Education model.
- Develop a work plan for implementation.
- Complete forms required for application for state and/or federal funding.

Much of the information outlined in this handbook is applicable to a diverse category of educational programs. Although the handbook was written specifically for Experience-Based Career Education programs, funding requirements are similar for other programs.

Figure 1 summarizes the sequence of activities detailed throughout the handbook. It may be interpreted as follows:

Based on analyzed and interpreted data (1) which has been collected as part of a concerns analysis (2), district personnel decide if a community concern exists for Career Education (3). If no concern exists, activities are terminated (4). If a concern does exist, data is collected and interpreted (5) for a needs assessment (6). If district personnel determine (7) that the district needs an Experience-Based Career Education program, alternative models (8) are reviewed (9). If no need has been established, activities are terminated (4). Upon selection of an appropriate Eperience-Based Career Education model (10), the district determines the funding source for the potential program (11).

If the district elects to pursue other than local funding, a work plan (13) and application for funds (14) should be completed in accordance with local requirements (12).

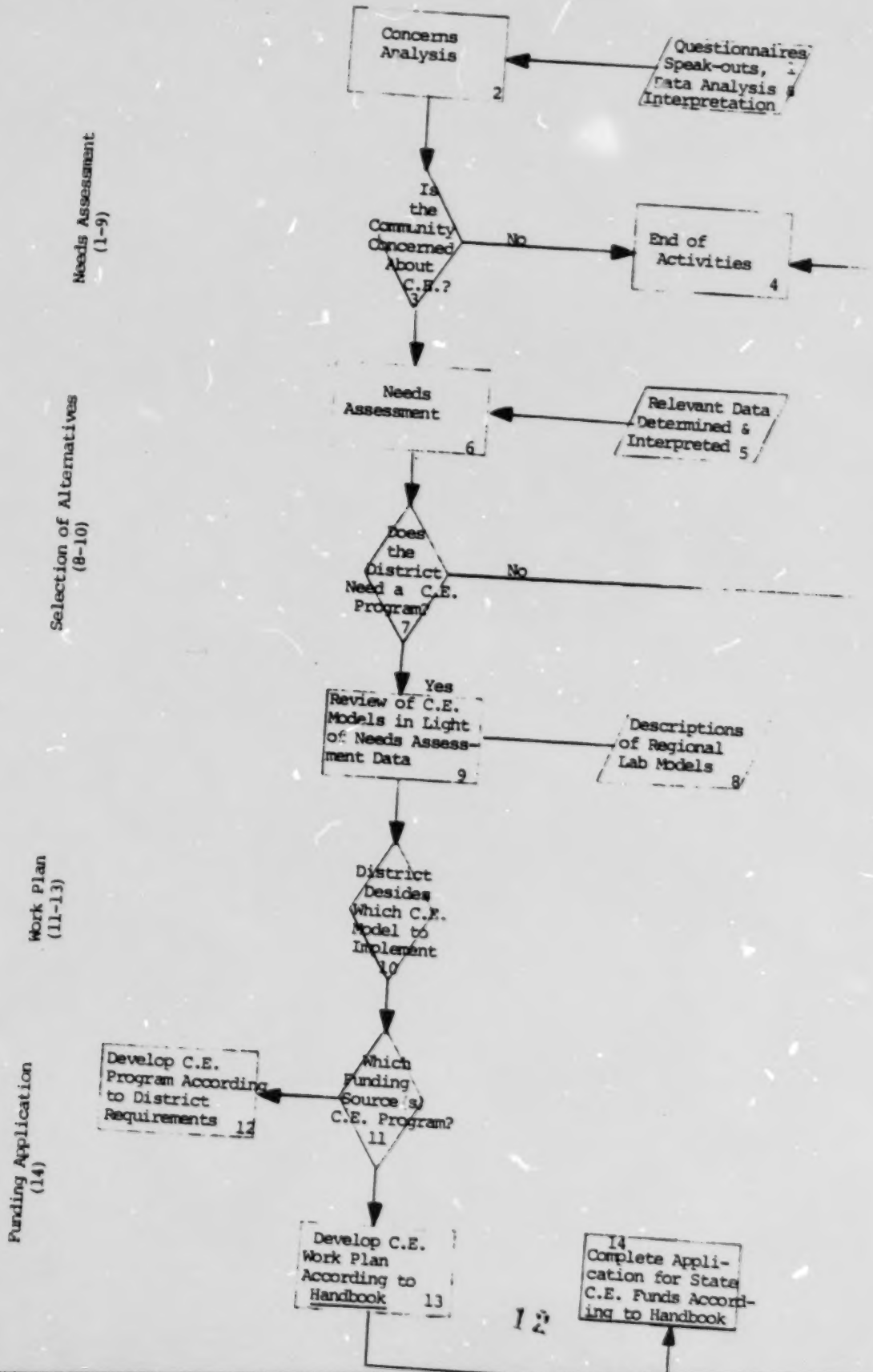
This handbook deals with the specifics of each of the above steps.

Page Numbers

The following pagination system has been developed to facilitate updating of handbook material as well as usage of various sections:

Needs Analysis	NA
Model Selection	MS
Work Plan Development	WPD
Application Form	AF
Bibliography	B

FIGURE 1 - FLOWCHART OF HANDBOOK


Needs Assessment (1-9)
Concerns Analysis 2
Questionnaires, Speak-outs, Data Analysis & Interpretation 1
Is the Community Concerned About C.E.? 3
No
End of Activities 4
Selection of Alternatives (8-10)
Needs Assessment 6
Relevant Data Determined & Interpreted 5
Does the District Need a C.E. Program? 7
No
Yes
Review of C.E. Models in Light of Needs Assessment Data 9
Descriptions of Regional Lab Models 8
Work Plan (11-13)
District Decides Which C.E. Model to Implement 10
Which Funding Source(s) C.E. Program? 11
Develop C.E. Program According to District Requirements 12
Funding Application (14)
Develop C.E. Work Plan According to Handbook 13
14 Complete Application for State C.E. Funds According to Handbook

NEEDS ANALYSIS

The purpose of this section is to acquaint the reader with the terminology, responsibilities and methods needed to determine whether or not the district wants and needs Experience-Based Career Education.

Overview

If a district has evidence in the form of data which substantiates a need for an Experience-Based Career Education program, the district has identified a problem which may, in part, be addressed with the aid of the Wyoming State Department of Education.

It is not unusual to find a school district supporting a variety of educational programs. In some unfortunate circumstances, the district may be expending valuable resources on projects or programs which are not needed. An example may be found in some school districts motivated by the "modern math" philosophy where districts with high basic test scores deplete their financial resources on additional mathematics programs because of a strong community concern about basic education. One must differentiate between concerns and needs; otherwise, valuable resources may be expended on programs that are not needed.

The State Department of Education's Division of Planning, Evaluation and Information Services provides services to local school districts in the area of planning.

The State Board of Education, via regulations adopted August 1973, required that:

1) the school districts must initiate comprehensive-systematic planning procedures no later than September 1, 1976 (comprehensive meaning district-wide; systematic meaning that the process begins with a needs assessment, contains steps to resolve some or all of those needs and provides for evaluation of programs initiated to resolve these needs);

2) the planning process employed must have as its first step a needs assessment study that focuses on the indentification of learner needs (as opposed to institutional needs or solutions);

3) the community must be involved in the needs assessment process;

4) the local district can follow any planning process (model) it wants, provided it addresses the conditions outlined in items 1, 2, and 3 above;

5) the local district must submit to the State Department of Education, as part of its annual accreditation report (due October 1), a summary of the planning procedures being implemented locally;

6) the State Board of Education will ultimately determine, based on the State Department of Education's recommendations, whether the local district is in compliance with the requirement relative to comprehensive planning.

The PLANS model is a six-step approach to systematic educational planning (problem solving). Many school districts are using this model, and the State Department of Education provides assistance in the implementation of PLANS for comprehensive-systematic planning. There are a number of similar models available. PLANS, unlike many other planning models, focuses on "learner needs" rather than instructional needs. The six basic planning steps are: problem identification (needs assessment), objective development, problem analysis, program development (solution), program evaluation, and program revision. Step one (needs assessment) involves a total community effort to identify the critical learner needs within the local school district.

Figure 2 depicts the steps in the PLANS Model. The three handbooks will help district personnel complete these steps.

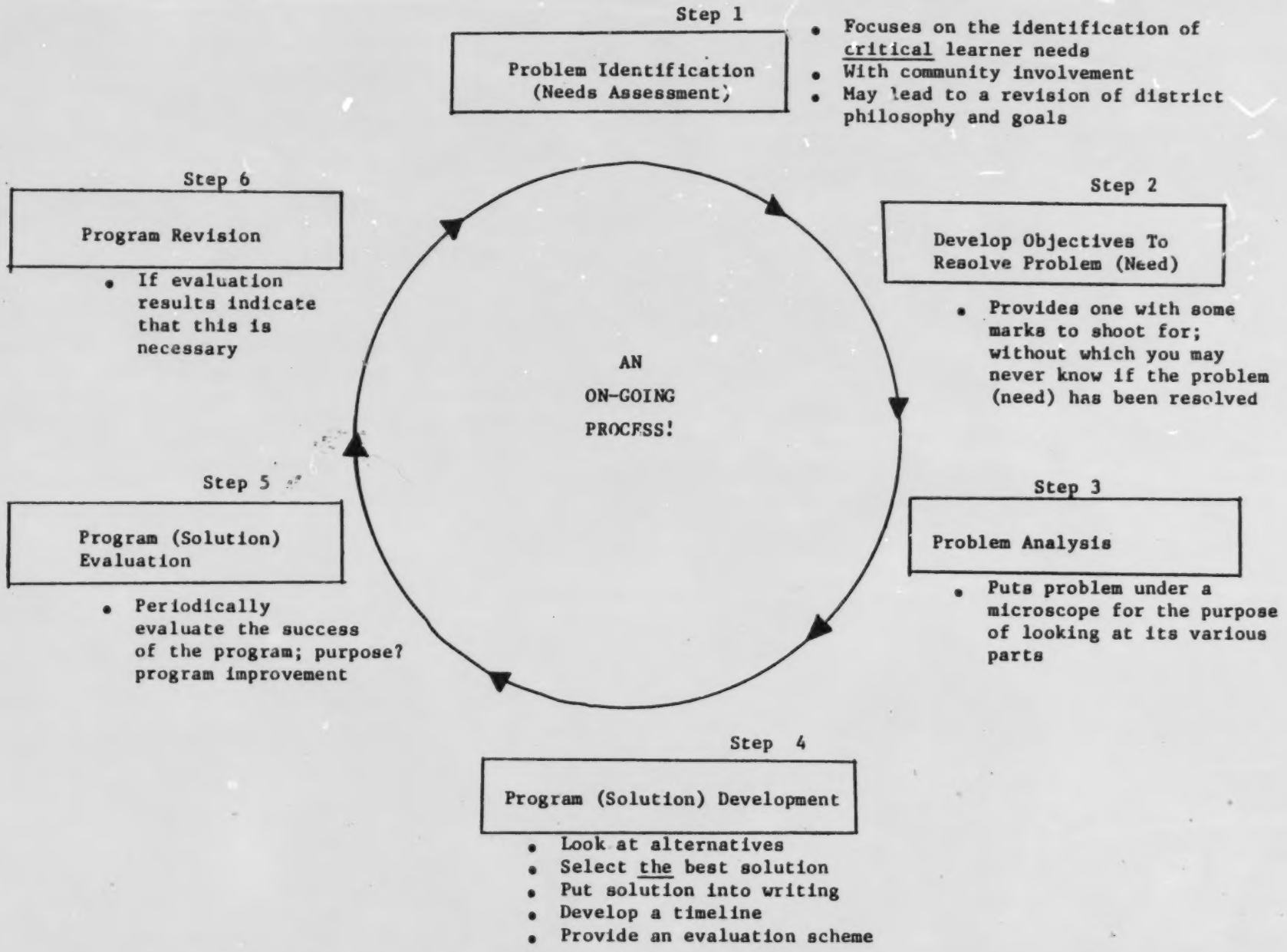
Figure 3 gives a general outline of the needs assessment process used by the SDE Division of Planning and Evaluation. This process will culminate in a list of district goals and objectives. If career education concerns are identified in the needs assessment process, the Office of Career Education will help further identify the concerns and develop the prescriptions that best meet the needs of the LEA.

The following gives the total scope of the planning effort:

- Systematic Planning in Our Schools (Page NA-6)

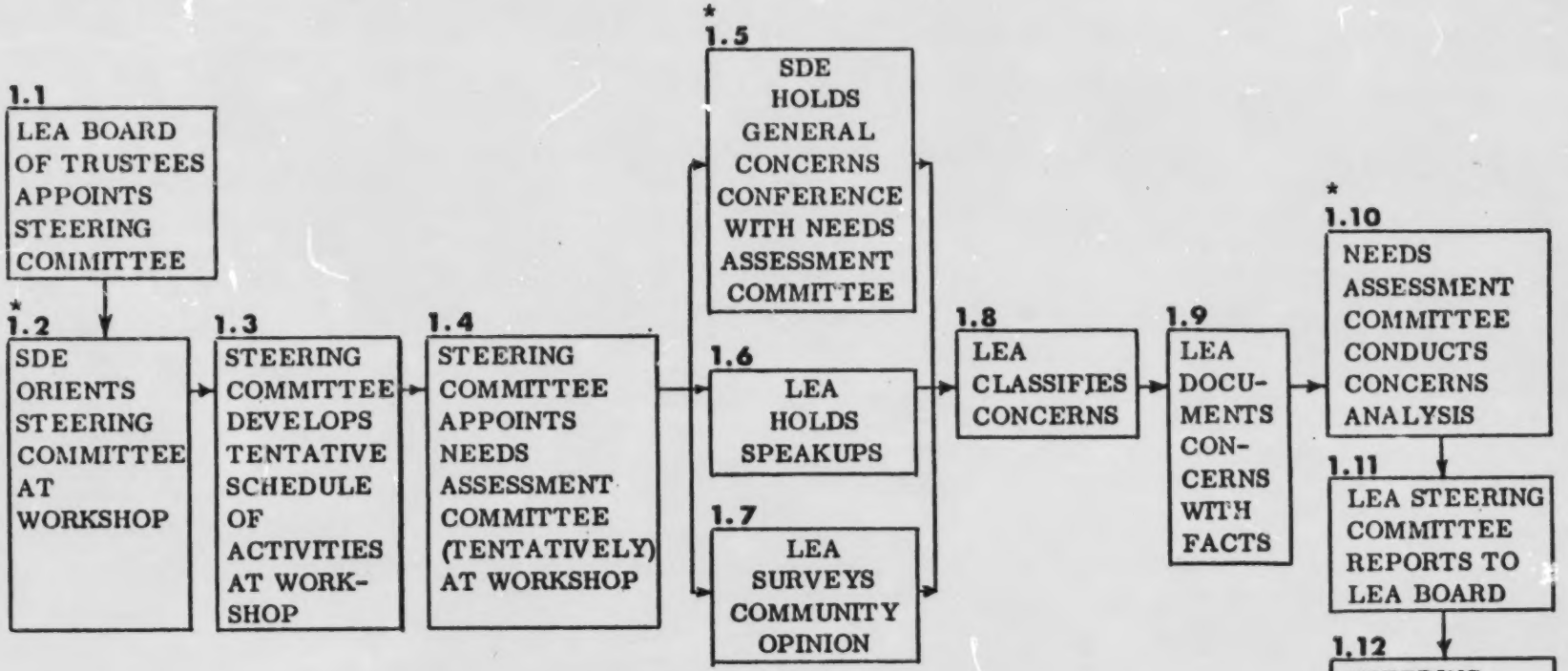
The remainder of this handbook focuses on planning, implementing and evaluating Career Education.

In planning for career education at the local level there are four steps one should consider: Mission Analysis, Concerns Analysis, Discrepancy Analysis and Student Identification.


Step 1
Problem Identification (Needs Assessment)
• Focuses on the identification of critical learner needs
• With community involvement
• May lead to a revision of district philosophy and goals
Step 2
Develop Objectives To Resolve Problem (Need)
• Provides one with some marks to shoot for; without which you may never know if the problem (need) has been resolved
Step 3
Problem Analysis
• Puts problem under a microscope for the purpose of looking at its various parts
Step 4
Program (Solution) Development
• Look at alternatives
• Select the best solution
• Put solution into writing
• Develop a timeline
• Provide an evaluation scheme
Step 5
Program (Solution) Evaluation
• Periodically evaluate the success of the program; purpose? program improvement
Step 6
Program Revision
• If evaluation results indicate that this is necessary
AN
ON-GOING
PROCESS!

NA-4

FIGURE 2: THE PLANS MODEL: A GUIDE TO SYSTEMATIC PLANNING AT THE DISTRICT LEVEL



* Denotes activities which are usually moderated by a Department of Education staff member; this person will be available at other times to serve as a resource person.

FIGURE 3: PROBLEM IDENTIFICATION: NEEDS ASSESSMENT (1.0)

SYSTEMATIC PLANNING IN OUR SCHOOLS

NEEDS ASSESSMENT

FIRST — WE IDENTIFY THE DIRECTION WE WANT THE LOCAL SCHOOL DISTRICT TO GO IN THE FUTURE

EXAMPLE: FOR THE NEXT 5 YEARS

A) WHAT DO YOU WANT YOUR STUDENTS TO KNOW AS THE RESULT OF EXPOSURE TO YOUR SCHOOL SYSTEM?

B) HOW DO YOU WANT THEM TO ACT, FEEL, BEHAVE UPON LEAVING SCHOOL?

NEXT — WE TRY TO DISCOVER HOW SUCCESSFUL THE SCHOOL SYSTEM CURRENTLY IS IN MEETING THESE GOALS AND OBJECTIVES

EXAMPLE: HIGH PRIORITY GOAL (OBJECTIVE) + LOW DISTRICT PERFORMANCE RATING = A LEARNER NEED

THEN — WE DESIGN THE PROGRAMS, SELECT THE PROPER INSTRUCTIONAL METHOD, HIRE THE PERSONNEL, BUILD THE FACILITIES, (ETC.) WHICH ARE NECESSARY (AND FEASIBLE) FOR RESOLVING THE MOST CRITICAL LEARNER NEEDS

NA-6

Mission Analysis

Every school district, teacher, administrator and constituent has a series of missions for the school. Quite often the mission of the district may be confused or even forgotten over time as a result of daily operational pressures.

Mission analysis is defined as a graphic process. This process allows for review and analysis of the Board of Education policies in light of present district procedures, activities and resource allocation priorities. It is an attempt to determine whether or not the daily efforts are directed toward the stated missions of the district. The following seven steps outline a method of mission analysis:

Step 1: Identify the major stated educational goals of the district. These goals should be stated in the local Board of Education Policy Mannual and Board meeting minutes.

Step 2: Identify possible gaps in the District's Objective Statements. In other words, what areas of community concern does the policy manual fail to address?

Step 3: Identify the locally-funded programs which support each major district goal; list the program under each goal statement.

Step 4: Identify gaps in local programs. Review the list of goals and supportive programs to determine if certain goals have been excluded from current efforts or specific programs are addressing relevant goal statements.

Step 5: Identify federal- or state-funded projects which support each district goal. Which federal- or state-funded project supports which goal? List each under the goal statement. Are there projects or programs that do not reflect a district goals?

Step 6: Identify gaps in federal and state support of the district. Inspect the list of goals and supportive project programs to determine whether goals have been ignored in current efforts.

Step 7: Report the support or non-support of goals to the district personnel responsible, preferably to the Board of Education.

Step 8: Correct any discrepancy found either by changing the stated goals or implementing and/or terminating programs.

The district depicted in Figure 4 has four major educational goals. Two of these goals (goals 1 and 2) have full local financial support while goal 4 has partial local and partial "other" support. District goal 3 has two operating state or federal programs aimed at addressing concerns specified by the goal statement. It is not unusual to find a Board of Education which has limited knowledge of how school district efforts relate to the district stated goals.

Mission Analysis, then, is an important first step in assessing the needs of a district.

Concerns Analysis

Concerns analysis is dependent upon defining the perceptions which parents, students and others have of the district educational goals. Commonly asked questions include: Are your schools preparing children for society in general? What group concerns should be reflected by district educational efforts?

Concerns analysis allows parents, students, administrators and teachers to express, negotiate and rank their concerns for the education of youth. A proper concerns analysis allows different societal groups to function as an informal unit to provide local direction for educational program development.

The general level of concerns analysis is addressed in the first part of this section and is the responsibility of the Local Education Agency (LEA). The State Department of Education (SDE), Division of Planning, Evaluation and Information Services will assist the LEA in a general concerns analysis.

The SDE Office of Career Education will help the LEA further analyze concerns related to Career Education or Community Based Education.

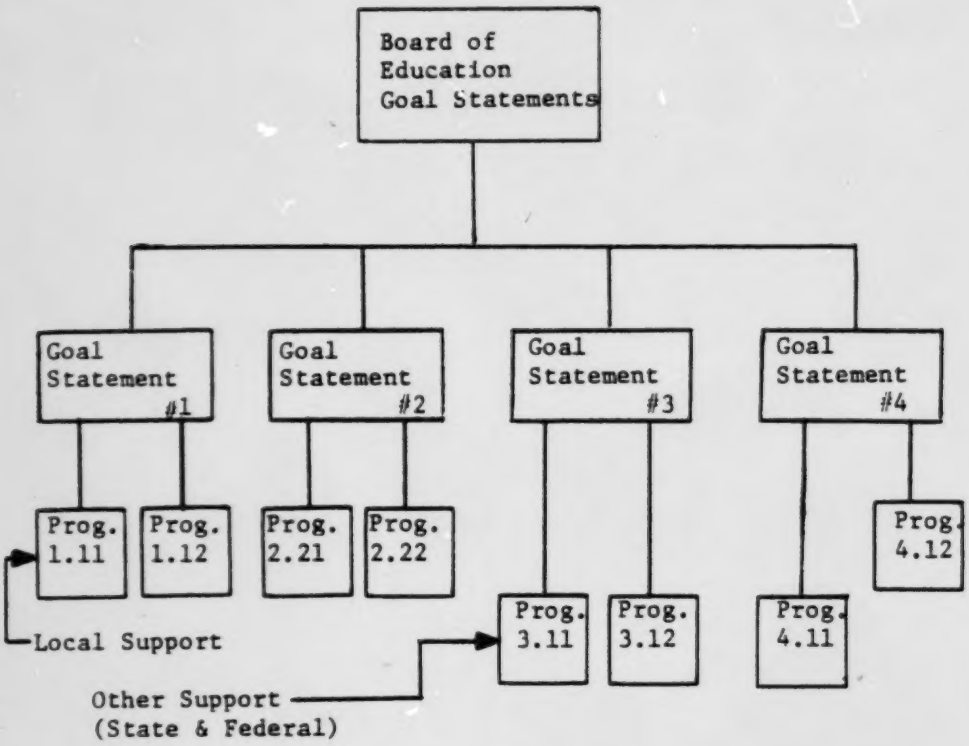
The following steps may be used to complete a more specific concerns analysis:

Step 1: Identify a broad range of concerns through speak-ups, PTA meetings and advisory groups.

Step 2: Set the scope of the concerns analysis study. Will it deal with school-based curriculum? Community-based curriculum? Guidance services?

FIGURE 4

A Mission Analysis, when diagrammed, should look like this:



Step 3: Develop or obtain instruments reflecting the scope of the study. Sample instruments may be viewed on pages NA-19 through NA-25.

Step 4: Survey the various groups that should have input into the schools' mission. These could be students, parents, patrons, teachers and others.

Step 5: Summarize the results of the survey by groups.

Step 6: Weight the various groups' input; for example, teachers' opinion might be given twice the weight of students'.

Step 7: Rank the concerns based on the data.

Informal discussion is a poor means for determining education priorities. Concerns Analysis in general is a poor method for determining educational priorities because it fails to distinguish between student needs and the concerns of adults and like mission analysis, should be used only as a springboard into discrepancy analysis. Mission and concerns analyses serve to inform the educator; they function as awareness builders.

Discrepancy Analysis

The third and final step in the process of needs analysis is the gathering of specific data concerning the cognitive, affective and psychomotor development of the student population in light of the identified concerns. This step documents the concerns perceived by the community as to whether they are being met by the present school programs. A discrepancy analysis simply uses what the community has set as its standards (i.e., students must be able to read) to direct investigation into the students' performance. If the students are not performing at the level of community expectations, there is a discrepancy between what the community believes should exist and what in reality exists.

Discrepancy analysis is the best way to determine where resources should be allocated in order to effect maximum student learning. Discrepancy analysis is a method of helping school districts use resources in a cost-effective manner.

The steps in discrepancy analysis are:

Step 1: List the concerns identified in the mission and concerns analysis in order of priority.

Step 2: For each concern, list the current programs that might effect the concerns.

Step 3: For each concern, list the data that would reflect the extent to which identified programs have effected student learning

Step 4: Collect the data identified as being important for judging the extent to which a concern is presently being met. (Those not being met or partially being met are needs).

Step 5: Judge the extent to which the concern is being met, based upon the data.

Step 6: Rank the identified need.

An example of discrepancy analysis follows:

Suppose the district had previously completed mission and concerns analyses and had concluded, among other things, that career education was desired. The discrepancy analysis should be conducted with one question in mind: Is a career education program needed in our district?

A first step might be to list the programs available that effect career awareness. These are (in the example in Figure 5) civic, careers in the junior high school and career counseling in the senior high school. Figure 5 details what might be relevant data and justifiable conclusions. Those conducting the discrepancy analysis must be objective enough to draw honest conclusions from the data, even if they are not in agreement with the concern.

Student Identification

If the needs assessment indicates a need for Experience-Based Career Education, the next question is: Which students could benefit by the program? The following may help answer this question:

Determine whether or not students are aware of the many possible careers which might await them upon graduation from high school. To do this, ask students to list all the possible careers they can, including a brief description of each. Any student who can not list at least 20 careers in a half hour could be considered a candidate for inclusion in a career education experience. Those students who can list and, with reasonable accuracy, describe more than 20 careers may not benefit from studying or experiencing careers as much as the others. On the other hand, it is possible that a student's knowledge of a variety of careers, although broad,

FIGURE 5

DISCREPANCY ANALYSIS SUMMARY

Question:

Is a Career Education program needed in the school district?

Concern	Program	Data
Students should be aware of the many careers available within the community.	Civic Jr. High	Review jobs within the government.
	Career Class Junior High	Students review jobs in 2 career clusters. They are tested with GATB. They take a final exam that requires them to list careers within the community as well as regionally and nationally that they might pursue. The program further gives each student a chance to observe local careers in groups and individually.
	Career Counseling Senior High	There are two counselors at the senior high school. One is assigned as a career counselor. There are no career resource material available for ready student reference. The counselor assigned to career counseling also does the scheduling, tests the junior high students using the GATB and does college placement. The counselor states that approximately one student a week is counseled concerning careers other than college. No testing is done at the senior high as to career interest and aptitude.

Judgement

There is a need for more career awareness activities at the senior high school. It is recommended that increased emphasis be put on the career counseling program. Also, other alternatives should be explored.

may fail to indicate his ability to select a particular career for which he is suited. The semantic differential may be useful in determining student career interest. A semantic differential may be constructed by following the instructions on page NA-14, Illustration 1. Each career may give the instructional staff, counselor and administrator some advance indication of students' needs in career education.

There are also numerous interest and aptitude inventories on the market which will assist students in their efforts to determine possible career interests. Some of these are discussed on pages NA-16 - NA-17.

Data from employment offices allow the project director to document the need for an exposure to careers which is much broader than that usually learned in or out of school.

Many sources of data exist within the school district in the form of reports, computer printouts, test scores, and previously-conducted studies which may relate to the question: Is there a need for career education? Over the past several years, many school districts in Wyoming have conducted some type of needs analysis, concerns analysis and/or discrepancy analysis. To reiterate, a documented concern does not mean a discrepancy exists between what is desired and the present state of affairs. When a discrepancy is documented, a need has been identified and a problem area has been defined. If a district has documented data that substantiates a need for career education delivery, the district has identified a problem.

After the discrepancy analysis is completed and the problems are defined, one must set priorities for action. The statement of the problem at this general level is usually called a goal. By definition, a goal is a statement describing a desired condition. In career education, the goal is often stated in terms of "improving math and reading skills, improving attitudes towards school, increasing career awareness, exposing students to career alternatives and/or improving abilities to make career choices.

Illustration 1

Instructions: Semantic Differential/Career Awareness and Interest Survey

Using job titles from career fields which the local employment agency indicates have many job openings, the staff might develop scales to measure student career awareness and interest. The semantic differential scale is an ideal means for this data collection.

The instrument is constructed by assigning a score of seven (7) to the positive end of each adjectival pair and a one (1) to the negative end with 6, 5, 4, 3, and 2 scores for each space between. For instance:

	7	6	5	4	3	2	1	
+ Important:	____	____	X	____	____	____	____	:Unimportant -

or

	1	2	3	4	5	6	7	
- Worthless:	____	X	____	____	____	____	____	:Unable +

A student marking the above two items would have a cumulative score of seven (7 = 5 + 2) out of fourteen (14). The student has registered a relatively neutral attitude toward the job listed.

If the tester found that students held poor attitudes toward careers which were important locally, a discrepancy would have been identified which would indicate a need for greater career awareness.

A semantic differential may be viewed in Example 1, page NA-15.

Example 1

The following is a sample scale that could be used in the data-collecting steps of discrepancy analysis.

Instructions: Mark an X between the colons on each line which you feel best represents your feelings about the career at the top of the page. For instance, if you feel that the career is an important, but not very important, career, your mark may look like this:

Important :___:___:_X_:___:___:___:___: Unimportant

Be sure to mark every line.

CAREER TITLE (TEACHER)

Good	:___:___:___:___:___:___:___:	Bad
Important	:___:___:___:___:___:___:___:	Unimportant
Wise	:___:___:___:___:___:___:___:	Foolish
Painful	:___:___:___:___:___:___:___:	Pleasant
Positive	:___:___:___:___:___:___:___:	Negative
Boring	:___:___:___:___:___:___:___:	Interesting
Unsuccessful	:___:___:___:___:___:___:___:	Successful
Sociable	:___:___:___:___:___:___:___:	Unsociable

Relevant Tests and Scales

- Classification Test Battery. Illiterate and semi-literate applicants for unskilled and semiskilled mining jobs; nonverbal reasoning and spatial ability; tests administered at centers established by firms employing the publisher's consultation and training services; 4 tests, 4 scores; 3 scores listed below (b,c,d), total;
  a) Coloured Peg Board, Unscored "buffer test."
  b) Pattern Reproduction Test.
  c) Circles Test.
  d) Form Series Test.

- Wide Range Interest-Opinion Test. Grades 8-12 and adults; WRIOT; 25 scores: 18 occupational interests; 7 vocational attitudes; Joseph F. Jastak and Sarah R. Jastak; Guidance Associates of Delaware, Inc.

- Kuder General Interest Survey. Grades 6-12; 11 scores: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical, verification; G. Frederic Kuder; Science Research Associates Inc.

- Ohio Vocational Interest Survey. Grades 8-12; OVIS; 24 scores; manual work, machine work, personal services, caring for people or animals, clerical work, inspecting and testing, crafts and precise operations, customer services, nursing and related technical services, skilled personal services, training, literary, numerical, appraisal, agriculture, applied technology, promotion and communication, management and supervision, artistic, sales representative, music, entertainment and performing arts, teaching-counseling-social work, medical; Ayres G. D'Costa, David W. Winefordner, John G. Odgers, and Paul B. Koons, Jr.; Harcourt Brace Jovanovich, Inc.

- Minnesota Vocational Interest Inventory. Males ages 15 and over not planning to attend college; 30 scores: 21 occupational scales (baker, food service manager, milk wagon driver, retail sales clerk, stock clerk, printer, tabulating machine operator, warehouseman, hospital attendant, pressman, carpenter, painter, plasterer, truck driver, truck mechanic, industrial education teacher, sheet metal worker, plumber, machinist, electrician, radio-TV repairman) and 9 area scales; Kenneth E. Clark and David P. Campbell; Psychological Corporation.

- Pictorial Inventory of Careers. Grades 3-14 21 scores; agriculture, business and office (data processing, secretarial), communications (fine arts, media), criminal justice, electrical/electronics, engineering technology (applied, civil/drafting), environmental and natural resources, health services, home economics and food service, mid-management and supervision, science and laboratory, service (air transportation, fire science, personal, public), trade and industry construction, mechanics, metal trades; slide projector necessary for administration; Tom Kosuth and Earl Clancy; Educators Assistance Institute.

- Career Maturity Inventory. Grades 6-12; 2 tests; John O. Crites; CTB/McGraw-Hill.
  a) Attitude Scale.
  b) Competence Test, Research Edition. 5 scores; self-appraisal, occupational information, goal selection, planning, problem solving.

- California Occupational Preference Survey. Grades 9-16 and adults; 14 scores: science professional, science skilled, technical professional, technical skilled, outdoor, business professional, business skilled, clerical, linguistic professional, linguistic skilled, aesthetic professional, aesthetic skilled, service professional, service skilled; Robert R. Knapp, Bruce Grant, and George D. Demos; Educational and Industrial Testing Service.

- Picture Interest Inventory. Grades 7 and over; 9 scores: interpersonal service, natural, mechanical, business, aesthetic, scientific, verbal, computational, time perspective; Kurt P. Weingarten; CTB/McGraw-Hill.

- The Self Directed Search. High school and college and adults; a self-administered, self-scored, and self-interpreted vocational counseling tool; 18 scores: 6 scores (realistic, investigative, artistic, social, enterprising, conventional) for each of 3 scales (activities, competencies, occupations); John L. Holland; Consulting Psychologists Press, Inc.

SAMPLE

EDUCATION PRIORITY SURVEY

PART I

EDUCATION PRIORITY SURVEY
PARENT _____
SCHOOL _____
CITY _____

Indicate the extent to which you believe that the following should be part of the mission of the school.

		Not at All		Some-what		Above Average		High Priority
1)	The student should be able to use critical thinking skills as a means of locating, obtaining and maintaining a job.	1	2	3	4	5	6	7
2)	The student should be able to appreciate the relationship between individual freedom and responsibility through caring, loving, feeling, sharing, creating.	1	2	3	4	5	6	7
3)	The student should be able to recognize humanity's affect upon the environment.	1	2	3	4	5	6	7
4)	The student should be able to exhibit thoughtfulness in their responses.	1	2	3	4	5	6	7
5)	The student should be able to identify and examine the role(s) of social programs.	1	2	3	4	5	6	7
6)	The student should be able to explore and understand the values of others.	1	2	3	4	5	6	7
7)	The student should be able to recognize cultural diversity.	1	2	3	4	5	6	7
8)	The student should be able to identify resources in the community which meet aesthetic-humanistic needs.	1	2	3	4	5	6	7
9)	The student should be able to describe and analyze the change process.	1	2	3	4	5	6	7
10)	The student should be able to identify information which defines employer-employee rights and responsibilities.	1	2	3	4	5	6	7
11)	The student should be able to identify and analyze bias and prejudice.	1	2	3	4	5	6	7
12)	The student should be able to make personal decisions based upon the knowledge of individual strengths and limitations. (e.g., physical well-being, critical thinking ability, aptitudes, manual dexterity, emotional stability.	1	2	3	4	5	6	7
13)	The student should be able to identify and support the concept of governance by law.	1	2	3	4	5	6	7
14)	The student should be able to speak effectively as a means of locating, obtaining and maintaining a job.	1	2	3	4	5	6	7
15)	The student should be able to recognize and seek to eliminate unjust descriminatory practices.	1	2	3	4	5	6	7
16)	The student should be able to identify and use opportunities for personal growth throughout life.	1	2	3	4	5	6	7
17)	The student should be able to identify and demonstrate skills in problem solving and decision-making.	1	2	3	4	5	6	7
18)	The student should be able to identify and use community resources.	1	2	3	4	5	6	7
19)	The student should be able to assess and respond to the physical, social, mental and emotional needs of family members.	1	2	3	4	5	6	7
20)	The student should be able to identify the various individual roles and their relationships within society.	1	2	3	4	5	6	7
21)	The student should be able to recognize, respond to and initiate creative expression.	1	2	3	4	5	6	7
22)	The student should be able to examine and express how self perception affects one's personal behavior.	1	2	3	4	5	6	7
23)	The student should be able to appreciate, create and evaluate verbal communications.	1	2	3	4	5	6	7
24)	The student should be able to understand, communicate and defend his/her own values in areas such as personal interest emotional expression careers, sex, drugs, art forms, etc.	1	2	3	4	5	6	7
25)	The student should be able to identify and analyze the impact of individual and group values on individuals and society.	1	2	3	4	5	6	7
26)	The student should be able to identify and exercise his/her legal rights and responsibilities.	1	2	3	4	5	6	7
27)	The student should be able to examine and express how perception of others affects one's behavior toward others.	1	2	3	4	5	6	7

2 EDUCATION PRIORITY SURVEY (continued)

		Not at All		Some What		Above Average		High Priority
28)	The student should be able to describe the interdependence and interrelatedness of individuals, groups, and nations.	1	2	3	4	5	6	7
29)	The student should be able to apply decision-making processes within the family structure.	1	2	3	4	5	6	7
30)	The student should be able to use personal, social and economic resources to meet individual and family needs.	1	2	3	4	5	6	7
31)	The student should be able to read as a means of locating, obtaining and maintaining a job.	1	2	3	4	5	6	7
32)	The student should be able to apply business-legal procedures to meet individual and family needs.	1	2	3	4	5	6	7
33)	The student should be able to apply the knowledge of human growth and development to individual and family living.	1	2	3	4	5	6	7
34)	The student should be able to perceive and use the natural environment as a basis for creative expression.	1	2	3	4	5	6	7
35)	The student should be able to listen effectively as a means of locating, obtaining and maintaining a job.	1	2	3	4	5	6	7
36)	The student should be able to identify the roles that values and attitudes play in employment.	1	2	3	4	5	6	7
37)	The student should be able to explain the relationship between personal values and family structures.	1	2	3	4	5	6	7
38)	The student should be able to write as a means of locating, obtaining, and maintaining a job.	1	2	3	4	5	6	7
39)	The student should be able to participate in leisure time activities to meet individual and family needs.	1	2	3	4	5	6	7
40)	The student should be able to identify and assess societal factors that influence the individual and the family.	1	2	3	4	5	6	7
41)	The student should be able to project the probability of obtaining a job from among career opportunities.	1	2	3	4	5	6	7
42)	The student should be able to describe various aspects of female-male life roles.	1	2	3	4	5	6	7
43)	The student should be able to identify minimal career requirements for area(s) of personal choice.	1	2	3	4	5	6	7
44)	The student should be able to use mathematical skills as a means of locating, obtaining and maintaining a job.	1	2	3	4	5	6	7
45)	The student should be able to identify personal career opportunity(s) consistent with abilities and values.	1	2	3	4	5	6	7
46)	The student should be able to recognize alternative uses of leisure time.	1	2	3	4	5	6	7
47)	The student should be able to appreciate, create and evaluate non-verbal communications.	1	2	3	4	5	6	7

PART II

Indicate which tasks are necessary for adults to function effectively in the local communtiy. Then specify where the student should obtain the necessary skills and knowledge to perform those functions.

TASKS The student should be able to:	Is this a necessary task for adults so they can function in the local community.		Where should the skill and/or knowledge be obtained for learning this task? (Circle one)					
	Yes	No	Primary School K - 8	Secondary School 9 - 12	Post-Secondary School	Parents	Student's Own Responsibility	Community Agencies
1) Show a thorough knowledge and understanding of the terms, conditions and interest rates that go along with using a bank credit card.	Yes	No	x	x	x	x	x	x
2) Satisfactorily complete a standard installment contract for a purchase of $300. or more and compute the interest cost if he pays it off in one year.	Yes	No	x	x	x	x	x	x
3) Follow the specified procedures for opening an account at a commercial bank.	Yes	No	x	x	x	x	x	x
4) Balance a checkbook and reconcile the check register, cancelled checks and bank statement.	Yes	No	x	x	x	x	x	x
5) Decide whether regular insurance or some alternative insurance better fits his needs.	Yes	No	x	x	x	x	x	x
6) Select an appropriate life insurance plan or outline your alternative insurance plan.	Yes	No	x	x	x	x	x	x
7) Select an appropriate health insurance plan.	Yes	No	x	x	x	x	x	x
8) Select appropriate automobile and property insurance plans.	Yes	No	x	x	x	x	x	x
9) Complete a W-2 tax withholding form.	Yes	No	x	x	x	x	x	x
10) Complete the long and short federal income tax form.	Yes	No	x	x	x	x	x	x
11) Plan a one week schedule of activities.	Yes	No	x	x	x	x	x	x
12) Plan a household budget.	Yes	No	x	x	x	x	x	x
13) Develop and follow a fitness program that suits his physical needs.	Yes	No	x	x	x	x	x	x
14) Participate in activities that are recreational to the student.	Yes	No	x	x	x	x	x	x
15) Demonstrate a knowledge of fire prevention and effective action in fire emergency.	Yes	No	x	x	x	x	x	x
16) Show a knowledge of procedures if he had to act in an emergency situation.	Yes	No	x	x	x	x	x	x
17) Pass a basic first aid test.	Yes	No	x	x	x	x	x	x
18) Complete a voter registration form and complete local, state and federal ballots.	Yes	No	x	x	x	x	x	x
19) Demonstrate an understanding of the process involved in the resolution of an issue in his life and activities through the political structure of the community and state.	Yes	No	x	x	x	x	x	x
20) Show an understanding of the job duties, obligations and authority of elected and appointed officials.	Yes	No	x	x	x	x	x	x

TASKS The student should be able to:	Is this a necessary task for adults to function in the local community?		Where should the skill and knowledge be obtained for learning this task?					
	Yes	No	Primary School K - 8	Secondary School 9 - 12	Post-Secondary School	Parents	Student's Own Responsibility	Community Agencies
21) Explain ways in which you can hold a public official accountable.	Yes	No	x	x	x	x	x	x
22) Show an understanding of the effects of lobbying practices by interested groups and individuals.	Yes	No	x	x	x	x	x	x
23) Show a practical knowledge of the basic constitutional guarantees.	Yes	No	x	x	x	x	x	x
24) Explain his procedural rights (due process), ways you can claim them and limitations to individual's abilities to claim them.	Yes	No	x	x	x	x	x	x
25) Show an understanding of consumer rights and use of consumer protection agencies.	Yes	No	x	x	x	x	x	x
26) Complete application to the Federal Insurance Contribution Act (FICA) which provides social security.	Yes	No	x	x	x	x	x	x
27) Show an understanding of benefits available from public agencies.	Yes	No	x	x	x	x	x	x
28) Survey public information available through local government agencies.	Yes	No	x	x	x	x	x	x
29) Demonstrate effective tactics for easy and successful use of public agencies.	Yes	No	x	x	x	x	x	x
30) Go through the steps to obtain a job.	Yes	No	x	x	x	x	x	x
31) Obtain a job.	Yes	No	x	x	x	x	x	x
32) Get both a learner's permit and a driver's license.	Yes	No	x	x	x	x	x	x
33) Outline the essential elements of an automobile maintenance program.	Yes	No	x	x	x	x	x	x
34) Outline safety and defensive driving technique.	Yes	No	x	x	x	x	x	x
35) Itemize auto expenses and compare them with the expense of using public transportation.	Yes	No	x	x	x	x	x	x

SAMPLE

SCHOOL NAME _____
GRADE LEVEL _____
CITY _____

STUDENT SURVEY

The purpose of these questions is to help establish priorities for the state and local education agencies. Please complete the following questionnaire by responding yes or no to the three questions for each task.

	TASKS	Can you perform this task?		Should graduates from high school be able to perform this task?		Should this task be part of your schoo	
		Yes	No	Yes	No	Yes	No
1)	Show a thorough knowledge and understanding of the terms, conditions and interest rates that go along with using a bank credit card.	Yes	No	Yes	No	Yes	No
2)	Satisfactorily complete a standard installment contract for a purchase of $300 or more and compute the interest cost if you pay it off in one year.	Yes	No	Yes	No	Yes	No
3)	Follow the specified procedures for opening an account at a commercial bank.	Yes	No	Yes	No	Yes	No
4)	Balance a checkbook and reconcile the check register, cancelled checks and bank statement.	Yes	No	Yes	No	Yes	No
5)	Decide whether regular insurance or some alternative insurance better fits your needs.	Yes	No	Yes	No	Yes	No
6)	Select an appropriate life insurance plan or outline your alternative insurance plan.	Yes	No	Yes	No	Yes	No
7)	Select an appropriate health insurance plan.	Yes	No	Yes	No	Yes	No
8)	Select appropriate automobile and property insurance plans.	Yes	No	Yes	No	Yes	No
9)	Complete a W-2 withholding form.	Yes	No	Yes	No	Yes	No
10)	Complete long and short federal income tax forms.	Yes	No	Yes	No	Yes	No
11)	Plan a one week-schedule of activities.	Yes	No	Yes	No	Yes	No
12)	Plan a household budget.	Yes	No	Yes	No	Yes	No
13)	Develop and follow a fitness program that suits your physical needs.	Yes	No	Yes	No	Yes	No
14)	Participate in activities that are recreational to you.	Yes	No	Yes	No	Yes	No
15)	Demonstrate a knowledge of fire prevention and effective action in fire emergency.	Yes	No	Yes	No	Yes	No
16)	Show a knowledge of procedures if you had to act in an emergency situation.	Yes	No	Yes	No	Yes	No
17)	Plan a basic first aid test.	Yes	No	Yes	No	Yes	No
18)	Complete a voter registration form and complete local, state and federal ballots.	Yes	No	Yes	No	Yes	No
19)	Demonstrate an understanding of the process involved in the resolution of an issue in your life and activities.	Yes	No	Yes	No	Yes	No
20)	Show an understanding of the job duties, obligations and authority of elected and appointed officials.	Yes	No	Yes	No	Yes	No

2 STUDENT SURVEY (Continued)

TASKS	Can you perform this task?		Should graduates from High School be able to perform this task?		Should this task be part of your Schooling?	
21) Explain ways in which you can hold a public official accountable.	Yes	No	Yes	No	Yes	No
22) Show an understanding of the effects of lobbying practices by interested groups and individuals.	Yes	No	Yes	No	Yes	No
23) Show a practical knowledge of the basic constructional guarantees	Yes	No	Yes	No	Yes	No
24) Explain your procedural rights (due process) ways you can claim them and limitations to individuals' abilities to claim them.	Yes	No	Yes	No	Yes	No
25) Show an understanding of consumer rights and use of consumer protection agencies.	Yes	No	Yes	No	Yes	No
26) Complete application to the Federal Insurance Contribution Act (FICA) which provides social security.	Yes	No	Yes	No	Yes	No
27) Show an understanding of benefits available from public agencies.	Yes	No	Yes	No	Yes	No
28) Survey public information available through local government agencies.	Yes	No	Yes	No	Yes	No
29) Demonstrate effective tactics for easy and successful use of public agencies.	Yes	No	Yes	No	Yes	No
30) Go through the steps to obtain a job.	Yes	No	Yes	No	Yes	No
31) Obtain a job.	Yes	No	Yes	No	Yes	No
32) Get both a learner's permit and a driver's license.	Yes	No	Yes	No	Yes	No
33) Outline the essential elements of an automobile maintenance program.	Yes	No	Yes	No	Yes	No
34) Outline safety and defensive driving techniques.	Yes	No	Yes	No	Yes	No
35) Itemize auto expenses and compare them with the expense of using public transportation.	Yes	No	Yes	No	Yes	No

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MODEL SELECTION

This section is designed to help the reader answer the following question: Assuming that the district has identified a problem through documented evidence, what factors should be considered when selecting a possible solution to the problem?

Overview

This section will review and compare several career education models currently on the market. The reader should consider, among other factors, the limitations, type of community, and resources available when selecting or modifying a program to meet an identified need for career education.

The steps in the selection of a Career Education program suited to your needs are:

Step 1: Identify the types of student experiences needed within the scope of the discrepancy analysis, that is: awareness, orientation, preparation, exploration, in-school program, community-based programs, etc.

Step 2: Review the instructional model (Figure 6) and formulate a program of instruction within the guidelines specified.

Step 3: Develop specific objectives for the proposed program. The Implementation Handbook has a complete section on writing objectives, (see Implementation Handbook CPO-1 through CPO-6).

Step 4: Review the current literature to identify materials or instructional treatments that address the objective and instructional conditions specified in the first three steps.

Instructional Models

The Instructional Model designed to solve the problem should be clearly defined. Choosing an instructional model, clearly defining that model, and supporting the choice of the model are extremely important steps toward solving the stated problem. An evaluation of test scores is worthless unless the instructional processes which supposedly brought about those test scores are clearly defined and followed. The instructional model's selection, definition and use makeup one of the most important steps in the educational process. This is the area most open to change and correction based on data resulting from many levels of program assessment.

Figure 6 presents a sample instructional model.

This model is essential to the conduct of the program and a similar flowchart based on the instruction defined in the selected program should be included in every program proposal.

Objectives

After completing the flowchart and narrative of the instructional model, the next step is to develop specific educational objectives based on the stated needs and goals of the program.

Basically, there are two types of objectives to be considered.

Process objectives are statements which directly or indirectly affect the performance of the learner. Product or performance objectives are statements that specify the expected or desired learner outcomes as a result of a specific instructional program or treatment. These objectives should flow directly from the narrative at the right of the flowchart (Figure 3). In other words, for each number (1-9), an objective should be written.

A model which clearly reflects the management, instructional staff development, community involvement, and materials development components should be used to organize the objectives. These are the major components for most projects.

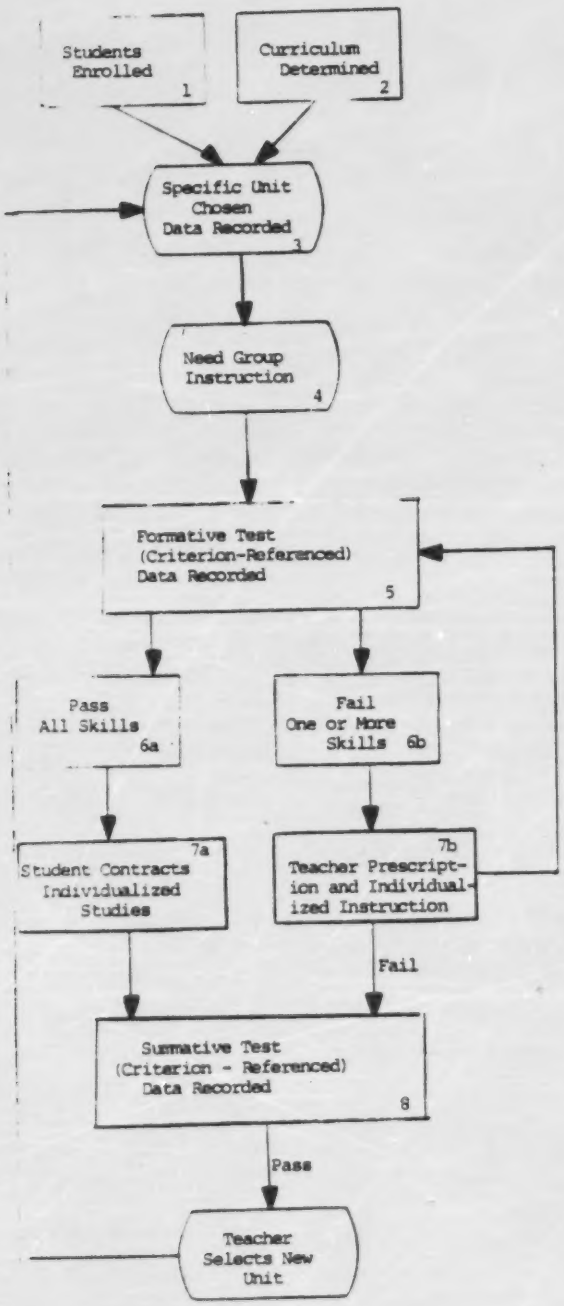
Management is a major factor in the eventual success or failure of any educational program. Management is responsible for detailing plans for the instructional model, selecting and training the members of the staff, effecting community involvement in the project, and developing the special instructional materials necessary for the program.

Staff development usually takes place in early or late summer but may take place at any time. The teachers and aides, must be trained to work with the special materials and instructional techniques. Without such staff training, it is doubtful the instructional techniques will be followed or material utilized as indicated. Subsequent to this training, the project directors should design and implement a plan for staff development that indicates the evaluation of teacher's and aide's abilitites to teach with the defined instructional model.

Materials development is an on-going process aimed at providing needed materials to the program staff. All activities required to place the needed material resources into the instructional increment should be considered.

Community involvement and development can be taken care of by an advisory council or a community development specialist.

FIGURE 6 - INSTRUCTIONAL MODEL
(Sample)



Minimal Suggested Elements

1.
1a. Selection completed by end of first week of school.

1b. Dominant language determined by teacher.

1c. Home language determined by home visitor.

1d. Students (with parents) choose SSL or XSL (non-English) proficiency students ESL group).

2.
2a. Program content specified by teacher

2b. Diagnostic procedures relate direct to program content

3.
3a. Placement tests identify temporary need groups.

3b. Monitor each child's progress by curriculum-embedded tests at minimum of five-day intervals.

3c. Student data recorded.

4.
4a. Individuals instructed in large or small groups according to need (new groups organized in accordance with diagnostic tests for each unit).

4b. A single array of skills or tasks per unit.

4c. Nongraded.

4d. Tracking system identifies each student's progress.

4e. Need groups accomodate students of varying entry levels.

4f. Daily instruction 45-60 minutes per day per center.

4g. Progress check (CET) at least every 5 days.

4h. Basic concepts taught in student's dominant language.

5.
5a. Criterion-reference tests of master or weakness.

5b. Data recorded.

6.
6a. Students who pass all skills free to contract for free study time reinforcement or origin.

6b. Students who fail (%) of skills receive teacher prescription for future instruction.

7.
7a. Alternative approaches for each skill, concept or task.

7b. Varying amounts of time available.

7c. Multi-media available.

7d. Prescription tests retake formative skills to show mastery.

7e. Daily instruction 45-60 minutes per day per center.

7f. Progress check (CET) at least every 5 days.

7g. Basic concepts are taught in student's dominant language.

8.
8a. Criterion-referenced tests of mastery.

8b. Tracking recording (grades can be assigned).

8c. Alternative prescription.

8d. Prescription.

9.
9a. Implement a new cycle.

Objectives in the community involvement and development section should address activities and outcomes that focus the achievement of goals related to community involvement in the educational process, both in school and in the community.

The best way to plan for the development and delivery of the instructional solution requires planning in at least five component areas. This means that a series of process and product objectives must be written for each component. These objectives should flow from actual activity. For a complete discussion of objectives, review pp. CPO-1 through COP-6 in the Implementation Handbook. Flowcharts may also be developed from the objectives.

Current Literature

A careful review should be conducted of the literature about each possible solution to the problem. No problem can be adequately solved without first placing it within the context of related studies or solutions. It is imperative the work plan developer carefully review as many previously attempted solutions to the problem as possible. Usually when one is concerned with developing a new project, the emphasis is placed on finding the best solution possible in light of the limitations under which the solution must be attempted. By best, it is meant the problem will be solved in the most cost-effective manner and have the highest probability of continued success. In order to achieve the best solution, the work plan writer must be knowledgeable about other successful solutions. It is desirable to include in the Work Plan a brief review of the readings conducted.

Profile of EBCE Models

Although the profile may shorten the writer's review of some popular career education models, no writer should adopt any of the presented solutions without a review of published materials or, if possible, direct observation of the implemented project. The profiled solutions are experience-based solutions. No district is required to implement an experience-based solution, so other types of career education models should also be reviewed.

Four Models

EBCE has incorporated features from a number of learning methods already successfully in use: action learning, apprenticeship, competency-based instruction, cooperative education, schools-without-walls and work-study programs. What distinguishes EBCE from these other programs is the way it combines academic, personal and vocational development

into a balanced, comprehensive and individualized personalized education for all students. The career emphasis also differs from existing vocational programs in a number of ways:

- EBCE emphasizes career exploration, with site and job rotation, in place of single work experiences--to move students toward definition of career choices and needed preparations.
- EBCE emphasizes the development of general rather than job-specific career skills.
- EBCE is targeted to all students.
- EBCE learning activities in the community combine vocational learning with academic and personal learning objectives.
- EBCE allows students a major role in shaping their programs in the community.
- EBCE community participants and students are not paid for their program involvement.
- EBCE provides an organizational structure involving people and facilities in the community as a principal resource for student learning, program planning and individualization.
- EBCE combines the roles of teacher and counselor, including some sharing of these roles with commuintiy participants.
- EBCE emphasizes measureable student outcomes in reading, writing and mathematics.
- EBCE advocates guidance and instructional activities to help students acquire competencies in dealing with problems and decisions of adult life.

What kind of student is best served by EBCE? EBCE is a program for <u>all</u> high school students. The students at the test sites represent a cross section of youth. EBCE training has prepared its graduates for employment, postsecondary training and college.

Our combined efforts have shown that EBCE is especially for the student who--

Is ready to test "book learning" against the "real world" outside the classroom

Has only vague notions of what happens outside the classroom and would like to learn about things through direct experience

Wants to test out tentative career interests before setting out on postsecondary plans

Wants to gain specific information and preparation for an identified career area.

The four EBCE models have retained important distinctions, particularly with respect to how program activities are provided, the roles of community participants in program development and policymaking, and strategies for introducing and extending the program in local school systems. Each Lab has developed an independent, demonstrated EBCE model. Together each Lab and its model provide interested school districts with significant alternatives for adapting EBCE to local needs. Let's take a brief look at each of the four models and their unique features.

Model Profile: Appalachia Educational Laboratory EBCE

The Appalachia Educational Laboratory's EBCE rpogram has deliberately been designed as a total, complete and self-standing alternative to a regular high school year. Consisting of several tightly integrated components, AEL/EBCE offers adopters a fully packaged system, ready for implementation.

To understand this model, the first component one should look at is its unique system of communtiy utilization, organized around the U.S. Department of Labor's 114 Worker Trait Group job classification system. Specifically, in the AEL/EBCE model:

1. All cooperating experience sites and resource persons are analyzed utilizing a tested analysis system which measures a site's learning potential in both the career and academic realms. When analysis is completed and all resource persons at the site have been identified and interviewed, site analysts then assign appropriate Worker Trait Group numbers to the resource person's jobs. These numbers are then entered into the AEL/EBCE retrieval system used by students to access sites.

2. During orientation and throughout the year, AEL/EBCE students take a series of self-assessment instruments which allow them to determine which of their interests, temperaments, potential aptitudes and favorite school subjects relate to specific types of careers. All four instruments

(interests, temperaments, aptitudes and school subjects) are keyed to the 114 Worker Trait Group system previously mentioned. Once students have taken the tests and used the results to select worker trait groups of potential interest to them, the students then select placement sites within the community which feature these worker trait groups.

The second major component of the AEL/EBCE program is its curriculum. When the Kanawha County School System in Charleston, West Virginia agreed originally to cooperate with the AEL/EBCE program, a major concern was that AEL's program have high academic accountability to ensure that students in the porgram would meet necessary graduation requirements. Therefore, AEL curriculum specialists developed a concept-centered curriculum based around five major course areas--Career Education, Natural Science, Social Science, English/Communications and Mathematics. This curriculum allows students to study both standard and non-standard high school subjects, integrated across subject areas and in, most cases, featuring the community as the center for learning.

The focus for student learning is a single-page learning model called an Activity Sheet. This inquiry-based document captures and describes the goals, activities and products expected from the student's academic course work in each subject area. Every academic project involves the student in the use of the inquiry skills specified on the activity sheet: defining a problem, gathering data, generalizing or making inferences and communicating results. When a project is completed, students are evaluated on their use of inquiry as well as on the academic product produced.

In the AEL/EBCE model, all student learning becomes the responsibility of a specially trained teacher called a Learning Coordinator. The Learning Coordinator, or LC, works individually with up to 20 students, planning, monitoring and evaluating their entire programs. The role of the LC represents a return to the concept of the teacher as "generalist" or a "facilitator" of learning, and AEL offers training for teachers to learn this new role.

All EBCE program documents have been especially designed to allow for the Learning Coordinator's role as "facilitator of learning." Prime among these documents is the AEL/EBCE Cross Reference Catalogue. Organized by the five major program areas (Math, Natural Science, Social Science, English/Communications and Career Education) the sections of the Cross Reference Catalogue display the major learning concepts, subconcepts and interest areas for each curricular area. This represents all the curriculum material from which students, with the help of their Learing Coordinators, can build their

academic programs. The catalogue also lists standard references and identifies community experience sites which relate to the areas being pursued.

In addition to the Cross Reference Catalogue, there are two unique documents which serve as records of the AEL/EBCE student's year. The first of these is the Student Program Guide. The Student Program Guide is filled out by a student during orientation and updated on both a periodic and "as needed" basis throughout the year. It contains, among other items, a complete record of all courses a student is taking for graduation, diagnostic instruments a student uses to select sites, and individual monitoring forms for the career and academic work of each student. At the end of the year, the Student Program Guide serves as a complete record of a student's year and is kept on file for the reference of the home high school.

The second student document and probably the one most personal and meaningful to EBCE students is the AEL/EBCE Student Career Guide. One of the major goals of the AEL/EBCE program is to teach students that career decision making is not a one-time occurance, but rather an ongoing, lifelong process which builds on an individual's critically evaluated career experiences. Thus the AEL/EBCE Student Career Guide is a self-directed search instrument which also allows for the collaborative counseling assistance of indivduals other than trained guidance personnel--for example, the Learning Coordinator, parents and peers. The Career Guide allows students to compare and evaluate their reasons for selecting specific experience sites in terms of knowledge gained about themselves, allows students to compare a specific experience site and work situation to other experience sites offering similar work situations, allows students to test and compare their personal values with potential careers of interest, and introduces students to activities encountered in any work situation.

The final section of the Student Career Guide is a "summing up" where students are asked to evaluated their year in EBCE and identify the significant discoveries they have made about themselves and careers. The Guide also provides students with a career decision-making model to help them critically plan, project and evaluate their ongoing career experiences. At the end of the EBCE year, students take their own Guide with them as a record of where they have been and a model from which to plan where they are going.

The AEL/EBCE program has now been field-tested in approximately 20 separate locations in 18 states including Wyoming, some sites now beginning their second or third year of operation. Although the AEL/EBCE program was originally designed to be a self-contained alternative to a student's standard high school year, actual implementation of AEL's model has

demonstrated that its EBCE program works equally well housed within a home high school or in a separate community facility.

To date, local systems have made some modifications in the program to meet their local needs. Changes have included locating the program within the home high school, allowing students to return to classrooms for one or two periods a day to take certain courses in the traditional classroom setting, adding existing high school courses to the EBCE course offerings, and inserting portions of the AEL/EBCE program materials into existing programs.

For systems interested in adopting this model, AEL offers training in two key areas--Learning Coordinator functions and Experience Site Analysis. A four-day sessions is conducted for LC training and a one-day session is offered for Experience Site Analysis training.

Model Profile: Far West Laboratory EBCE

Developed as a comprehensive alternative school program in Oakland, California, the EBCE model of the Far West Laboratory for Educational Research and Development is being implemented in Natroma County School District #1, Casper for a cross section of students, as a program within school and as a full-time and part-time option for students.

Students play a central role in planning and carrying out their own learning, mainly through individual projects which are carefully designed to blend growth in academic, interpersonal, career and basic skills. Learning activities occur primarily at resource sites in the community (small businesses, large businesses, government and social agencies), supported and supplemented by staff and instructional materials at the EBCE center.

The instructional program focuses on core "process skills" essential for independent and lifelong learning--inquiry, problem solving, decision-making--and basic skills in oral and written communications, reading and mathematics. Curricular aids called Project Planning Packages provide students and staff with a convenient framework for designing projects that integrate academic and career learning. The packages unite study areas (Commerce, Life Science, Communications and Media, Physical Science and Social Science) and careers associated with them. Packages include goals, relevant concepts, issues and topics, sample projects, lists of available resources and suggested readings.

While students are given freedom to pursue self-chosen learning goals that have personal relevance, they are held strictly accountable for their educational progress through carefully specified program procedures. Credit is awarded only for completed work and demonstrated procedures. It is then con-

verted into local high school equivalencies, resulting in a standard high school diploma and transcript.

The staff in the FWL/EBCE model include Learning Coordinator, Resource Analyst and Skills Specialist. Key staff role is that of Learning Coordinator--the person who plays the multi-faceted role of facilitator, teacher and resource person. The LC coordinates the student's total learning program and monitors onsite learning experiences through counseling sessions and regular contact with resources in the community. LCs are teachers in one important sense--working with students individually and in small advisory group sessions, they can teach inquiry, problem-solving, planning and decision-making skills necessary for independent learning.

The Resource Analyst is responsible for recruiting and maintaining the pool of resources.

The Skills Specialist diagnoses student skills development needs and conducts or coordinates individualized supplementary learning activities such as tutorials and workshops. (If supplementary resources are available through high school or community college courses, this position is not necessarily needed.)

FWL/EBCE makes unique, regular and productive use of a variety of group experiences to facilitate learning strategies and peer group interactions:

1. Advisory Groups help students become better project planners and enable them to relate to others more effectively.

2. Project Planning Seminars are designed to assure that students pursuing separate projects in a common field of study can broaden their exposure to the field by sharing ideas and experiences with one another.

3. Workshops are conducted on an "as needed" basis with fairly standard objectives. They may be used for instruction in job-finding skills, basic skills, foreign language, advanced math or other areas where students have shared needs or interests.

4. Group as well as individual orientation sessions are conducted to acquaint students with a career/subject area or with a resource person so they can decide if they want to explore that area.

Students spend approximately 40 percent of their program time in the community depending on individual needs, goals and

interests.

Model Profile: Northwest Regional Educational Laboratory
EBCE

The Northwest Regional Educational Laboratory, located in Portland, Oregon, developed its model EBCE site in Tigard--a metropolitan suburban-rural community approximately 12 miles southwest of Portland. The NWREL/EBCE model has subsequently been field-tested in a variety of settings, from urban to rural and in communities both large and small. In Wyoming, NWREL/EBCE model is in operation in Cheyenne, Glenrock, Lander, Laramie and Buffalo.

NWREL's site in Tigard is known as Community Experiences for Career Education, or $(CE)_2$ for short. It continues now, as in its design stages, to offer a total alternative program to juniors and seniors in high school.

The totally individualized, interdisciplinary program has three main curriculum areas:

Basic Skills of

- reading
- math and
- communications--both oral and written

Life Skills of

- creative development
- critical thinking
- personal/social development
- science
- functional citizenship and
- the competencies (life survival skills)

Career Development and career decision-making through communtiy site experiences in the form of

- explorations
- learning levels and
- skill building levels.

These components are offered to students primarily through individually negotiated learning projects. Projects include activities related to the three curriculum components and are completed by students at communtiy sites.

Career explorations are an important program strategy for helping students gain career decision-making skills. The exploration process and accompanying Exploration Package

guides students through three to five-day investigations of occupations in the community and helps students practice assessment techniques they can use in career planning throughout their lives.

Through competency certification, students demonstrate their proficiency in stated "survival skills" needed for adult daily living. Journal writing helps students develop communication skills and integrate their experiences with personal needs and goals. Seminars give students opportunities to meet as a group and discuss world of work issues with experts from the communtiy.

While in the program students compile a portfolio documenting various projects and activities they have completed and recording credit earned. This portfolio goes with them when they leave. Together with the standard high school diploma awarded students when they complete the program, the portfolio provides a concrete record of students' achievements and progress which will be useful whether they are seeking employment or college entry.

An important feature of the NWREL/EBCE program is the use of a Learning Site Analysis procedure (LSAF) to identify potential learning activities at each community site in the program. Each analysis is completed by a program staff person and community instructor working together to identify job requirements, characteristics and tasks in a descriptive format usable by staff and students. Information is elicted about special site conditions or requirements related to the students' health or safety, about reading materials available to the student at the site, and about ways in which site experiences can be realted to various areas of the curriculum. The community instructor's job is broken down into major tasks, subtasks and basic skills functions that a student could perform. Specific to each learning situation within a community site, the LSAF is used as the basis for the development of individualized learning plans for the different students placed at the site.

Another important aspect of the NWREL/EBCE program is the area of training community people to become instructors. This is done through--

Recruitment activities

Training

The LSAF procedures themselves

Regualr monitoring of the sites by staff.

Staff in NWREL/EBCE function more as facilitators or managers

of learning than as instructors. They supervise the student/community interaction and help students plan individualized programs of study. Major staff roles include Learning Manager, Employer Relations Specialist, Learning Resource Specialist and Student Coordinator.

- The Learning Manager manages the total student program--learning plans, progress and outcomes.
- The Employer Relations Specialist serves as liaison with the community and is responsible for site recruitment, monitoring student activities while on sites and conducting the LSAF.
- The Learning Resource Specialist helps locate people, materials and other community resources to aid students in their program of study, maintain materials and equipment at the learning center and assists students with the use of learning materials.
- The Student Coordinator plans and conducts student recruitment, administers student assessment instruments and procedures, and works with all staff and students to help achieve interactions that will assist students in making their own decisions, planning and managing their own learning and assuming more responsibility for their behavior.

Student learning plans are developed through a repeating cycle of activities, with the student participating in each phase. The cycle begins with assessment; moves through negotiation, performance, evaluation and integration of the learning experience by the student; and leads back to assessment. In this way accountability and evaluation of and by the student are woven into the everyday fabric of program structure. Within this system learning experiences are individualized, integrated and reality based.

NWREL/EBCE puts the initiative for learning back in the students' hands in still another way--with coordinated staff and student materials. Specific student workbooks complement various program activities and make it easy for students to assume more responsibility for their own progress. Handbooks supply useful hints and step-step directions to help staff provide the best possible support for student learning.

Unique features of NWREL/EBCE include the following:

- Fifty percent of student time is spent in the community for learning purpose.

- The LSAF is used to analyze and develop employer and community sites in terms of their learning potential for students.
- The competencies (or life survival skills) are stressed as an important aspect of preparing for adulthood.
- Community instructors are trained through seminars, recruitment procedures and the LSAF itself.
- The curriculum is totally individualized.

Model Profile: Research for Better Schools EBCE

Three interrelated instructional components form the Research for Better Schools' EBCE model: Career Development, Career Guidance and the Academic Resource Center. Cheyenne McCormick Junior High School is implementing this model. Career Development is the component that directs students into the community for contact with working adults and for career exploration. Career Guidance orients students to EBCE and helps them correlate their job-site activities with personal academic interests, needs and skills. This integration is accomplished through structured group and individual learning sessions. The Academic Resource Center provides individualized instruction in a scholastic laboratory setting supplied with a wide variety of learning materials and utilizing diagnostic/prescriptive approaches. Interdisciplinary teachers in the Academic Resource Center coordinate students' skills work with their Career Development and Career Guidance activities so that there is continuity among the three distinctive components of RBS/EBCE.

Career Development: Understanding and Assessing Career Opportunities

In this component of the RBS program, students engage in experiential learning activities throughout the community. Cooperative school-community relations are imperative if resources for these activities are to be identified and recruited. By involving these community resources in planning and operating instructional programs, the school must deal with a number of basic organizational adjustments such as scheduling, academic credit, insurance, transportation and staffing for program supervision and community liaison.

While the school staff are responsible for the instructional design of student activities, community participants offer content and available resources in the form of staff, equipment and settings. This cooperative building process is an important means for establishing a responsive working relationship between the school and the community, as well as

for training community participants for program operations and continuing development.

Instructional activities are planned for each student within one of two contexts of Career Development: Exploration or Specialization. Career awareness and a general understanding of work settings and the economic system are the objectives of Exploration courses held at community resource sites. Each course is organized around related career areas (called clusters) in both professional and nonprofessional work situations (medicine, transportation, law, manufacturing), and includes both group and individual activities for students. A primary purpose is to acquaint students with a broad range of career opportunities.

Specialization is a program of independent study projects constructed by students to increase their understanding of a specific career area. Working individually with school staff, they draft preliminary project outlines and identify community people and facilities to be involved. Each student then negotiates a specific learning contract with the community participants. Projects may be oriented toward academic research, social service or particular career skills and can vary in length from a few months to a full year.

All students complete at least one Specialization and are encouraged to select projects that satisfy both academic and career development objectives.

Instruction and facilities for Exploration and Specialization are provided by community participants with assistance from the school staff. Students spend at least one full day or 20 percent of the week on community sites.

Because this component focuses on career development objectives, Exploration and Specialization emphasize career awareness, student-community interaction, student responsibility and the acquisition of general career skills.

Career Guidance: Planning, Problem Solving and Decision-making

This component is a program designed to help students interpret their academic and career-related experience in terms of their own personal development. Career Guidance encourages students to gain in problem-solving and self evaluative skills as they make and carry out decisions related to career experiences and academic activities. It has three aims:

1. Meeting personal development and program participation requirements through individual guidance.

2. Developing skills of self-assessment, problem solving, information processing and peer inter-

action in group guidance sessions.

3. Correlating student career education activities with the schools' existing program.

The group guidance session serves as both an instructional setting in which to learn and apply problem-solving skills and as a forum in which students can share information about community learning experiences. Here also they can deal with problems in using community resources effectively. The group works with a process skills curriculum--The Career Clarification Program: A Problem-Solving Approach. It teaches procedures for self-assessment, organizing information, clarifying values and decision-making in the context of basic problems encountered in the program. Individual guidance, both formal and informal, supplements the Career Clarification Program.

Academic Resource Center: Competence in Communications and Mathematics Skills

This component provides individualized instruction to EBCE students. By utilizing student experiences at community sites and guidance sessions, the Academic Resource Center can key its skills work to the individual interests and needs of the student. With a rich variety of materials to choose from, students develop process skills in career-relevant, interdisciplinary activities based on their personal readiness levels. They may create their own learning contracts or follow curriculum guides in using resource-site, homemade or commercially produced materials in ways that permit the integration of their variously based activities.

Students satisfy basic competency requirements in academic disciplines by gearing their work to real-life needs that they encounter in other activity areas. By engaging in task-related activities, students experience increased motivation for achieving on a more sophisticated academic level and for improving skill deficiencies.

The RBS/EBCE program has focused on helping students to develop life goals, career choices and postsecondary plans.

All three components of the RBS Career Education program utilize individualized instruction, project mehtods, group and individual activities, exploration and process approaches. The program works best when the component parts are highly integrated with one another, thus offering ample opportunity for relevant activity and transfer of learning for each student participant. When the staff work together as a team in planning and implementing component activities, students benefit from a network or integrated, meaningful experiences.

Departmentalized study often results in departmentalized thinking. It is one aim of this program to open the doors between disciplines so as to encourage cross-use of learnings.

The RBS components introduce some new content into the school program, some new roles and relationships for staff and students, and some organizational steps toward the future. The program relies on the use of personnel and facilities outside the school and a strong school-community working relationship. It is, however, a highly flexible program, capable of adaptation to a number of different communities and student bodies.

RBS Career Education was not developed for use in a rigid, predetermined manner. It is meant to be stretched and molded to fit the circumstances of the particular community and school district attempting to implement an Experience-Based Career Education program.

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WORK PLAN DEVELOPMENT

This section presents a general outline of the requirements for submitting a proposal for funding.

Overview

The proposal will, essentially, take the form of a Work Plan. The specifics of the project should be developed in the early stages of implementation after paid staff members are hired and available to complete detailed project planning activities. The Work Plan will serve as an initial proposal and should include the following:

1.) Mission Statement: The purpose of the proposed project will be presented in terms of a mission statement based upon needs assessment.

2.) Learner Outcomes: Learner Outcomes will be stated in terms of local needs.

3.) Major strategies, activities and resources to be used will be defined. This will include longterm planning timelines.

4.) Staffing: Staffing patterns will be presented accountability procedures will be defined.

5.) Component Analysis: Each component of the project will be described and will be accompanied by a rationale. Present resources (human and materials) should be identified.

6.) Evaluation Design: Evaluation procedures will be established to answer the question: Did the project cause the desired change to occur?

7.) Organizational Structure: The organizational structure of the project, shall be depicted via an organizational chart.

8.) Work Plan Team: A representative group of teachers, community members, administrators and students will be listed.

9.) Work Plan Budget: Budgeting must follow acceptable guidelines and answer the questions: How much money is needed? How is it to be spent?

10.) Work Plan Forms: The Forms required for the Work Plan for funding competition must be accurately

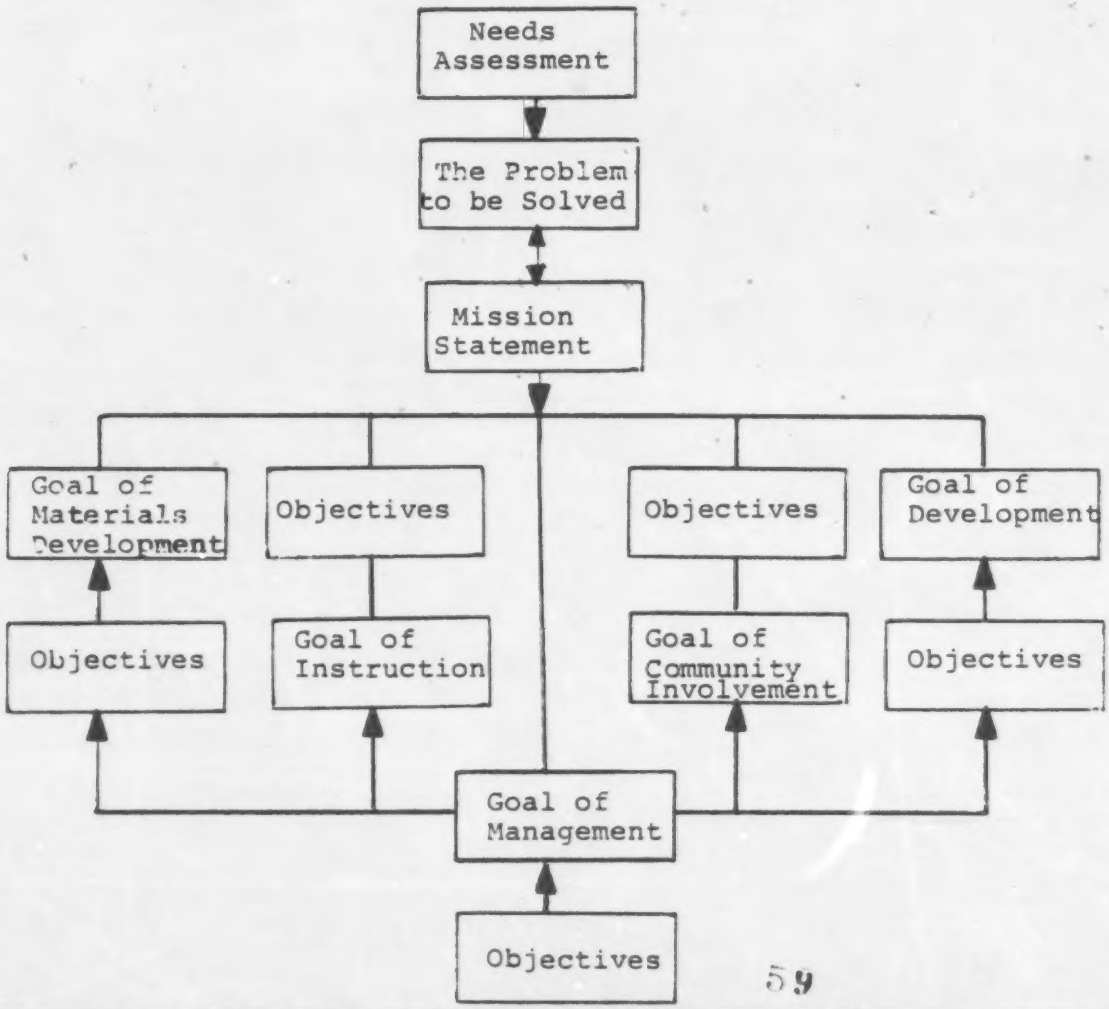
completed as described in the Application Section of this Handbook.

The remainder of this section provides more detailed information for completing the first eight requirements listed above.

The Mission Statement

A mission statement dealing with Career Education must come from the overall mission of the school. The needs assessment process is the major tool for developing a rational base for a statement of missions. The question which must be answered by the proposal writer is: What is the mission or major goal of the Career Education project?

Needs assessment data must point directly to and be in complete support of the mission statement. Goal statements are listed in the Implementation Handbook (See Introduction P.I-2). The goals written for each component must also, directly support the mission statement, and each objective must focus on the goal statements. All aspects of the Work Plan must be aimed at solving the problem identified by the needs assessment. This idea is diagrammed as follows:



The project mission statement is the broadest statement of purpose for the project. It is designed to answer the questions: What does the project intend to do and why? Project mission statements should include a clear statement of intended solution to the problem and a rationable for the chosen solution.

A misssion statement for the "Blank Project" may look like this:

Parts	Mission Statement
Substantiated by needs Assessment data The mission The method The rationale	Due to the high unemployment of youth, as indicated by current Department of Labor unemployment figures the Blank School District will implement the "Blank Project" to provide career orientation and exploration experiences through Community-Based Career Education as demonstrated through the NIE/EBCE Models.

The above paragraph contains two statements of the rationale; one based on needs assessment data and the other based on review of other solutions to the problem. The mission, "to provide career experiences" is further broadly supported by the methods defined as potential solutions to the problem of "high unemployment of youth."

Learner Outcomes

Well-written objectives are composed of four parts:

- Observable behavior
- Who is expected to exhibit the observable behavior?
- Instructional conditions
- Method of measurement

The writing of learner outcome or performance objectives is detailed in the Implementation Handbook (See CPO-2 through CPO-6).

Learner outcome objectives are the most important set of objectives in the Work Plan, and it is imperative that they reflect the mission and local needs in a manner that is

"consistent" and "congruent."

Major Strategies

Major strategies and activities should be defined using a timeline method. No planning activity is complete without timelines that establish a framework for proposed activities.

There are several accepted methods for planning. Usually, these are not detailed. Examples of three methods which will satisfy Work Plan requirements are:

- Method One

	Activity or Product	Completion Date
1.1	Complete Management Plan	September 1, 1977
1.2	Define Staff Responsibilities	September 20, 1977
1.3	Interview Participating Community Members	October 21, 1977
.	.	.
.	.	.
.	.	.

The reader should note the dates indicated under column two, "Completion Date" are not dates on which to do each activity. Completion dates mean previous activities, which are sometimes undefined will culminate in the completion of the defined activity by the stated date.

- Method Two

		1977				1978	
	Objective	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
1.1	Complete Management Plan	(1)					
1.2	Define Staff Responsibilities		[20]				
1.3	Interview Community			[21]			
3.4	Test Students				[10]		
5.4	Write Interim Evaluation					△	15

Key: △ = Report; ○ = Plan; □ = Activity

Time Plan Method Two is a graphic and somewhat more complete method of timeline planning which allows the reviewer to inspect overloads and identify objective completion visually.

Method Three, called Gantt charting, is usually considered to be the best method of presenting time plans for funding consideration. It allows the project to be described in terms of sequences of specific activity products. A Gantt chart is an easy tool that displays a series of activities, over time, by use of a bar graph. A disadvantage in using the Gantt technique arises when trying to define relationships among objectives.

- Method Three

Objective	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1.1 Complete Management Plan		├	----	----	┤		
1.2 Define Staff Responsibilities				├	----	----	┤
1.3 Interview Community		├	----	----	----	----	┤
3.4 Test Students						├	---- ┤

Note: The Work Plan will require general and long-term timelines which cover the entire projected duration of the project. The Gantt chart, if used, should reflect at least three years' activities and products.

Staffing Patterns

All project proposals should define the projected staffing patterns. The Work Plan should include a few minimum elements, i.e., the number of staff at each organizational, salary, and responsibility level. Either of two methods may be employed to present staffing patterns.

- The first method is a simple table which may look something like the chart depicted on the following page.

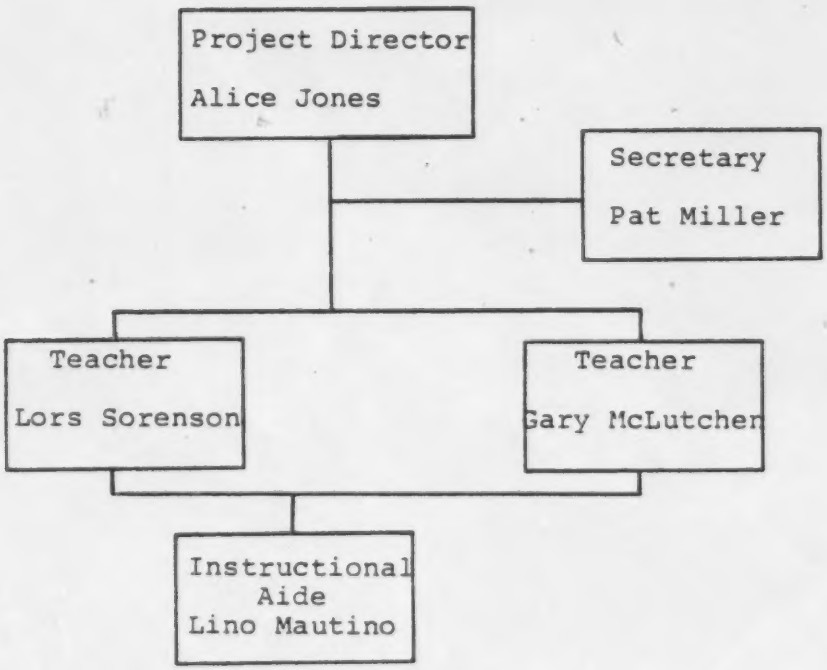
Project Staffing Summary

Title or Position	Name	Salary
Project Director	Alice Jones	$ 17,500
Teacher	Lors Sorenson	9,750
Teacher	Gary McLutchen	9,750
Instructional Aide	Lino Mautino	7,500
Secretary	Patrick Miller	6,900

Note: The individuals are ranked according to their salaries and levels of authority within the project. Salary estimates must come from local schedules.

- Method two is the familiar organization chart.

The organization chart is generally preferred to the table, because relationships among individuals are more clearly defined.

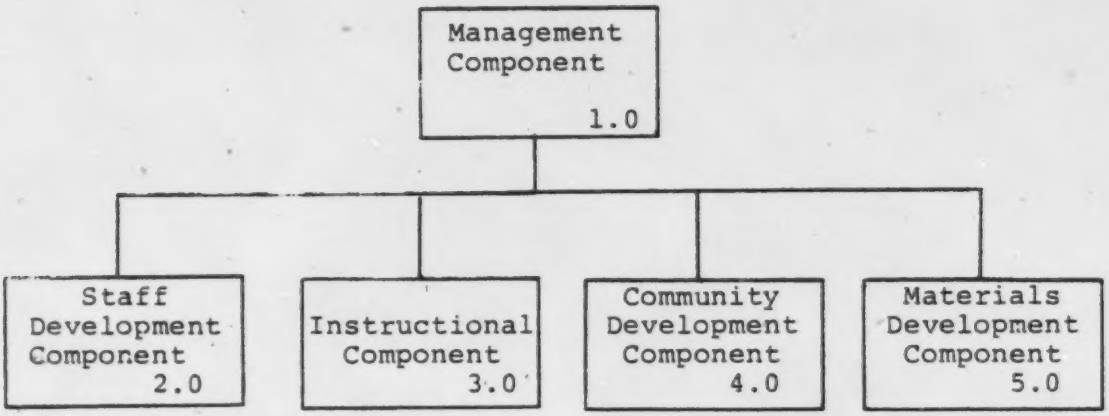


For example, the organization chart shows that the secretary is under the supervision of the Project Director and not the instructional aide as one might be led to believe by the table.

As indicated in the Evaluation Handbook and the Implementation Handbook, the personnel of any project must be held accountable for completing their jobs. The specific objectives (process activities and product outcomes) for each component of the project should include the title of the person responsible for completing the activity or outcome and the completion time required.

Project Component Analysis

The organization of the project by component was briefly introduced earlier as an orientation to the mission statement. Five components were identified which are extracted from the Flowchart in the Preface of this handbook.



The numbering system used does not indicate rank of the components but is merely an organizational technique.

For Work Plan, the writer must identify relevant components of the career education project and state the goals of each. Goal statements, while somewhat more specific than the mission statement, are also statements describing a desired condition, and take the following general forms:

> The goal of management is to assure the timely and successful implementation of the project in order to achieve the leaner outcomes.
>
> The goal of staff development is usually to hire, train or retrain, and evaluate staff members who are capable of implementing the desired solution

to the problem by achieving learner outcomes.

The goal of instruction is usually to produce learner outcomes as a method of solution to the problem.

The goal of community development is usually to develop and use community resources to produce learner outcomes as a method of solution to the problem.

The goal of the materials development is usually to develop or select appropriate instructional materials to be used to produce learner outcomes as a method of solution to the problem.

After all components have been defined, the resources (human and material) available to address each component goal should be described. The following format may be used to organize this information:

Component	Resources
1.0	1.1

Evaluation Design

Although not covered in detail in this handbook, the evaluation of any project is of utmost importance to decisions made by project personnel. The primary focus of evaluation is to provide information which will allow decision-makers to make changes for project improvement. A secondary purpose is to prevent projects which are monetarily wasteful and harmful to some students from continuing. Many projects with documented high drop-out rates are probably "turning students off" to the ideas which are presented. Evaluation efforts, then, are designed to determine whether or not the desired change (solution to the problem) is taking place.

The planning efforts reflected in the Work Plan serve as the basis for evaluation design. Evaluation design and concerns are covered in the Evaluation Handbook. The goals for each component in the Work Plan will orient the development of specific objectives by components.

The objectives should contain all information needed for evaluation of the project.

Organizational Structure

One type of organization structure was presented on page WPD-6 (staffing) of this report. Project staffing patterns do not exist in isolation; the project is generally located within a school district which is, in turn, located within a community. The Work Plan should show the relationship of the project to the other programs within the school community. Particular care should be taken to reflect the interactions between the community, district, schools and the project students.

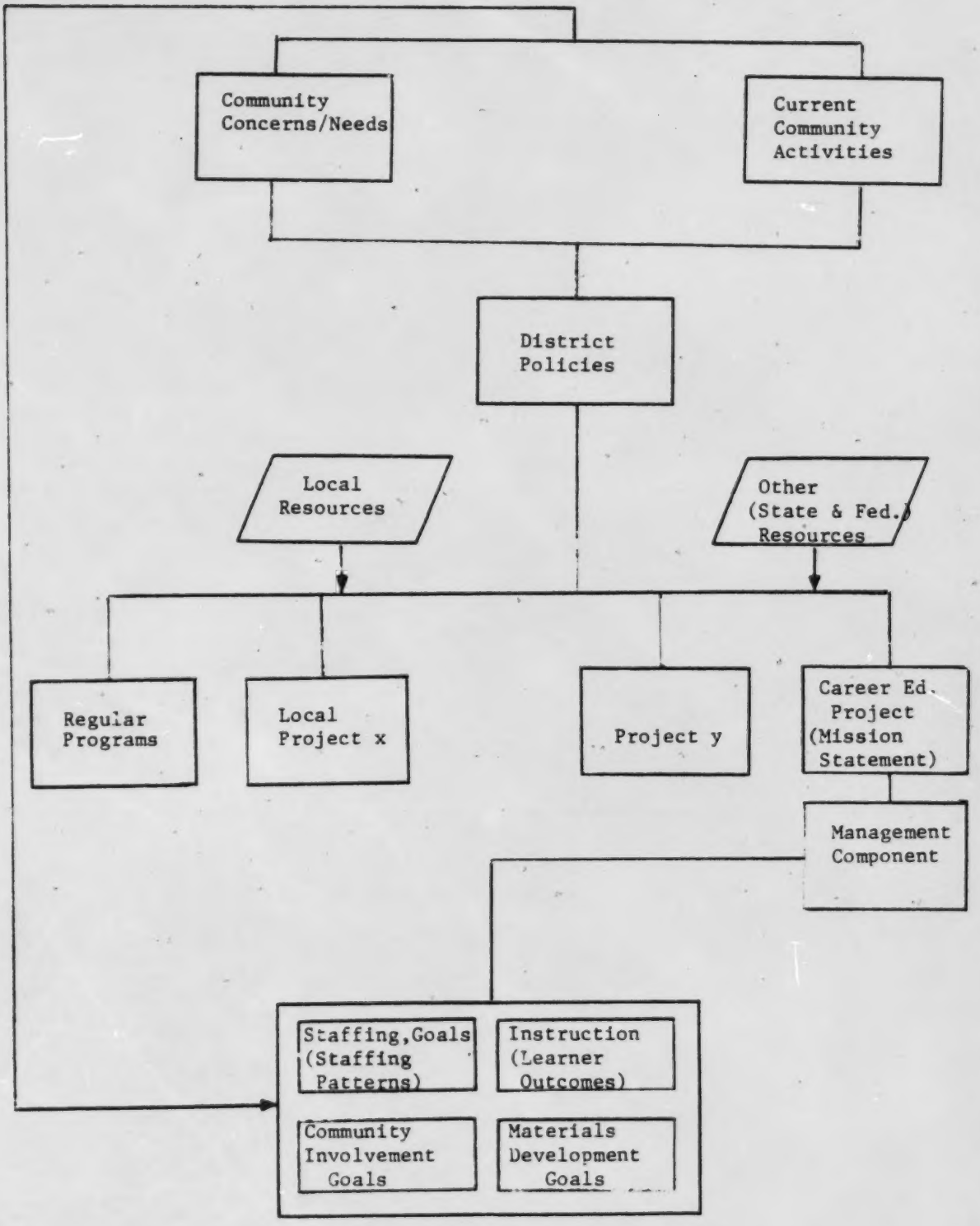
Figure 7 depicts a general method of defining the organizational structure of a career education project. The Work Plan writer should identify the needs assessment, staffing, community involvement and other aspects of the project.

Basically, the chart attempts to demonstrate ties between the community, district and project. For a specific project, the district name, project name, title of needs assessment report, etc. should replace the general form. In the case illustrated, the community is depicted as being very involved in the instruction, materials development, and staffing components. This may not always be the case. The general form of the chart should be adjusted to depict the particular circumstances of the local project.

Work Plan Team

One of the requirements for funding of a career education

FIGURE 7 - ORGANIZATIONAL CHART



project by the Wyoming State Department of Education is that the Work Plan be developed and submitted by a representative group of teachers, students, patrons and administrators. The Department will not consider applications developed by one or two individuals.

The Work Plan which is submitted for funding must include a list of the persons who developed it. The list should conform the following format:

Participants in the Development of the Work Plan

Name	Address/Phone	Occupation

In addition, each Work Plan should be developed and/or reviewed by representatives from the following areas: business, industry, labor, government (CETA, Social Service, Job Services) parents, teachers, administration (vocational general), students and senior citizens.

Budget

Each project proposal should define budget needs. The following are allowable categories and may be considered:

- personnel salaries
- personnel benefits
- consultants
- other personnel
- travel/per diem
- consultant's travel
- printing/duplicating
- other services
- office supplies
- other supplies

A brief narrative should be included for each category, describing what will be purchased with the funds and how the budget figure was derived.

Illustration 2 depicts a sample budget.

One last point: each federal dollar funded must be matched with one dollar of non-federal funds.

Illustration 2

BUDGET NARRATIVE (FIRST YEAR)

Sample

Consultants	**10,500**
3 one-week workshops by the three EBCE lab models for orientation and training of project staff	1,500
Curriculum development and adoption/adaption for the infusing of the three EBCE lab models into the Wyoming adopted NWREL model - Produce to be produced - 1st edition of Wyoming's EBCE model. Amount of time estimated to complete infusion and adoption/adaption process - 30 days each x 4 representatives from the Part D EBCE demonstration centers @ $75.00/day.	9,000
Travel/Per Diem	**1,636**
Brokerage - Co-training at a site(s) not yet determined: 1 trip and 5 days per diem at $35.00/day.	425
Project Coordinator - Cheyenne, WY to establish and coordinate EBCE state planning with demonstration center - also to meet with project manager on a bi-monthly basis: 26 trips (90 miles round trip at $ .15/mile)	351
Lander, WY to establish and coordinate EBCE state planning with demonstration center: 5 trips (446 miles round trip at $ .15/mile and 5 days per diem at $25.00/day.	460
Consultants Travel	**1,275**
Laramie, WY to conduct a one-week training by each EBCE lab to the project staff and other interested staff (Northwest Regional Education Lab has already conducted this training): 3 trips and 15 days per diem at $35.00/day.	1,275
Printing/Duplication	**2,425**
Project printing costs are based on actual use and are itemized below	

Project costs are based upon actual costs for duplication at a rate of 4¢ per copy

Final Report on State Network for WIE/ USOE and interested states; 75 copies x 75 pages	225
Descriptive flip charts and transparencies 5 sets	150
Graphic art; 10 hours at $10	100
Xerox (10,000 sheets)	600
Adoption/Adaption of EBCE materials 10 copies - 500 sheets	200

Conference Expenses — 250

Conference expenses include costs for facility rental and refreshments for project sponsored conferences and workshops

Office Supplies — 500

Office supplies include all consumable supplies which will be used from October 1, 1976 to September 30, 1977

Printed Materials — 2,500

Printed materials include educational materials such as books, periodicals and reprints, subscriptions, and EBCE handbooks

Handbooks $400/set x 4 sets

Other Supplies — 1,500

Other supplies include items under $100 in unit value, such as cassette tapes, graphic equipment and document binders

TOTAL BUDGET REQUEST — $36,847

APPLICATION FORMS AND PROCEDURES

This section contains the specific forms to be completed when submitting a Work Plan to the Wyoming State Department of Education for consideration for funding.

When writing the Work Plan, the reader should remember each part of the Plan must support each other part in an inter-dependent manner: consistency and congruence are of the utmost importance.

The cover page of the Work Plan must look like the following example and include all requested information.

APPLICATION INSTRUCTIONS

1. IDENTIFICATION OF APPLICATION. Fill in completely.

2. PERSON RESPONSIBLE FOR SUBMITTING APPLICATION. List chief person in district who handles all federal programs.

3. ENROLLMENT. Give total current enrollment for entire district and all non-public schools.

4. Name all of the non-public schools in the district regardless of whether or not they participate in Title IV.

   If there are no non-public schools in your district, check the box.

5. Have each non-public school in your district complete a copy of this entire page.

6. PROCESS OF DEVELOPING CAREER EDUCATION WORK PLAN. Answer each question. Documentation of activities can simply be referred to by date, title, etc.

7. ASSURANCE. Insert appropriate information in the blanks. This page should be read carefully before signing. All districts applying to participate in any activity in the unified application should sign. Additional signature pages may be inserted if necessary.

APPLICATION, PART I
CAREER EDUCATION GRANTS
FISCAL YEAR ____

SEE APPLICATION FORM INSTRUCTIONS

1. Identification of Application

COUNTY: _____

SCHOOL DISTRICT NUMBER: _____

ADDRESS: _____

2. Person Responsible for Submitting Application

NAME: _____

Title: _____

TELEPHONE: _____

3. School Enrollments

TYPE OF SCHOOL	ELEMENTARY K-6	SECONDARY 7-12	TOTAL
PUBLIC			
PRIVATE			

4. Identification of Private Schools Within District(s)

(Check here if)

☐ There are no non-public schools in the applicant's district.

APPLICATION, PART I
CAREER EDUCATION GRANTS
FISCAL YEAR _____

5. Non-Public School Statement of Involvement

This statement is to be signed by the person in charge of each non-public school system in the school district.

NON-PUBLIC SCHOOL: _____

ADDRESS: _____

_____ ZIP _____

	Yes	No
a. I was involved in the planning of this application.	___	___
b. I have participated in the drafting of this application.	___	___
c. I wish my school(s) to participate in the Part B program.	___	___
d. I wish my school(s) to participate in the Part C program.	___	___

Non-Public School Enrollment

ELEMENTARY K-6		SECONDARY 7-12	
Number of Attendance Centers	Students	Number of Attendance Centers	Students

COMMENTS:

SIGNATURE: _____ DATE _____

TELEPHONE: _____

Your signature does not constitue an endorsement of the programs or projects being proposed.

WORK PLAN PAGE 1

PROJECT ABSTRACT

Title of Project

Primary Target Population:

(Estimate the total number of students who could benefit from such a program. Describe the group: ages, grade levels, academic ability, etc.)

Project Student Participant Enrollments

	(1) Elementary 1-6	(2) Secondary 7-12	(3) Total Participants	(4) Anticipated Expenditure Lines 1-3	(5) Per Participant Cost Lines 1-3
Public					
Non-Public					
TOTAL					

Determination of Local Needs Related to Education and Work Purposes

From your current determination of district-wide educational needs, state those NEEDS (in order of priority) that relate to Career Education eligible expenditure areas. Document each need by indicating the basis for such judgement, e.g., local test data, state or national standards, survey, school board decision, or results of formal needs assessment supporting gaps between ideal or improved standards and current status. (See Needs Analysis Section page NA-1)

Needs Assessment Data

(This section of the body of the Work Plan allows the district to present the needs assessment data, the analysis of the data, and the conclusions drawn from the data. The conclusions should include a statement which specifically identifies the problem to be solved. Up to three pages of this format may be used for the presentation of the needs assessment. Do not forget to describe any past activities which were similar or had a similar mission to that which is proposed.)

Mission Statement

(See Page WPD-2. State the mission of the project.)

Rationale

Fiscal Year 1977-1978

1) (Based on the problem identified and the review of page WPD-2 as well as the original Career Education Models, state why you have selected model or approach to Career Education.)

2) Provide evidence that this project is supplementary and will not supplant current local district effort.

3. How will this project, if successful, be continued by the local district after phase-out of Title IV, Part C funds?

WORK PLAN PAGE 4

Component Goals as They Relate to
Learner Outcomes, School and Community

(State the goal of each component. State in one or more paragraphs per goal how the efforts of working toward the goal will affect the learner, the school, the community and any other area. Also give completion date for each goal. Up to four page 4's may be included in the submitted Work Plan. Do not forget to briefly relate each goal to needs assessment data.)

WORK PLAN PAGE 5

Major Activities and Strategies

Up to six page 5's may be included. These pages are to be used to describe the instructional model, MS-3 and to detail the major activities and strategies which will be used to implement the model. See Work Plan Development, WPD-4-7. Include the time line (over a three-year period); staffing patterns, WPD-5; organizational structure, WPD-9; and a brief description of the curriculum to be used.)

Evaluation Design

Briefly summarize the evaluation design. Use material on Page WPD-9 and the Evaluation Handbook. State some idea how the information you receive from the evaluation will assist you in making improvements in the project.

Work Plan Team

(Present the Work Plan team as specified page; WPD -9).

a. Non-Public School Personnel

b. Administrative Personnel

c. Instructional Staff
   1. Classroom Teachers
   2. Guidance Personnel
   3. Library/Media Specialists
   4. Other (Identify)

d. Community Representation-Business/Industry/Labor/Grant

e. Outside Consultant

f. Parents and Other Patrons

g. Personnel from Other Districts

h. Students

APPLICATION, PART I
Career Education Grants
FISCAL YEAR 1978

7. Assurances

I CERTIFY THAT:

The School Board, at a meeting held on _____, 19____, did declare its intention for the district to develop projects to expand and improve the educational programs by various means which contribute to meeting educational needs of the district, and that said Board did authorize the undersigned to execute and file application for and in behalf of the school district; and otherwise to act as its authorized representative in state and federally funded programs; or at a meeting held on _____, 19____, the board of education officially approved this application.

I have copies of the current State and Federal Statutes, Regulations, and Planning Guidelines, including those for P. L. 93-380 and Title VI, VII and IX of the 1964 Civil Rights Act. I have read said statutes, regulations, and guidelines, and am indeed willing to give my assurance that this application has been developed and will be implemented in accordance therewith; I recognize that this assures compliance with the requirements for programs funded under P. L. 93-380, that the programs or projects operate within limits of approved proposals and budgets, with changes to be made only by amendment, that an annual report and other reports which enable the State Department of Education to perform its duties under the law will be provided, and the participating district(s) agree(s) to maintain such required information and records in such manner as to afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports.

I further assure that the program activities conducted in the regular school program in conjunction with regular school activities will be carried out in compliance with federal law prohibiting discrimination, and with all requirements imposed by or pursuant to each title, to the end that, in accordance with each title of an act prohibiting discrimination and with the Regulations, no person in the United States shall, on the ground of race, color, national origin, sex, disability, or religion, be excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination under any program or activity for which the local educational agency is responsible or receive federal financial assistance from the Department of Health, Education and Welfare, and that said agency will immediately take measures to effectuate this agreement.

I further assure that, if funded, the school district and project or program staff will cooperate fully with the State Department of Education in designing strategies to assist in the dissemination outside the district of the project or program findings procedures, and other information. Such activities will be carried out at no cost to the project, nor will local district funds be required. Nothing in this assurance, however, will prevent voluntary use of local district funds or other non-federal funds for dissemination activities as long as no official endorsement by the State Department of Education is implied.

_____ _____
Signature of Authorized Representative Date

For multi-district applications, this statement is to be signed by the authorized representative of each participating school district. (Attach additional pages as necessary.)

SCHOOL DISTRICT NUMBER AND LOCATION	SIGNATURE

Other Assurances and Safeguards

(Up to four 7's may be included. All applicants will be required to submit statements assuring the funding agency (Wyoming State Department of Education) that the applicant will conform to legal requirements concerning the following:

*1. Title IX
*2. Disadvantaged and Handicapped
*3. Sex Fairness
4. Insurance coverage to students
5. Each student shall receive appropriate credit for Career Education coursework.
6. A yearly project final evaluation report shall be submitted to the Wyoming State Department of Education,
7. Protection of human subjects shall be assured.
8. Existing community expertise will be utilized.
9. The "Basic Skills" will be integrated into the Career Education activities.
10. Individualization of instruction will be assured.

* See Implementation Handbook

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